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ABSTRACT

A survey of opinions about the Elementary and Secondary Education Act Title I needs and activities was carried out in 1969-70 by Chicago Public Schools in cooperation with Educational Testing Service. The results and the evaluative implications of this survey are presented. (CK)

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THE EVALUATIVE IMPLICATIONS OF A SURVEY OF THE 1969-70 CHICAGO ESEA TITLE I PROGRAM

Gary L. Marco and Sandra R. Landes

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April 1971

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

The Evaluative Implications of a Survey of the 1969-70 Chicago ESEA Title I Program

A report prepared under contract
with the Chicago Board of Education
for the ESEA Title I staff of the
Chicago Public Schools

by
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and
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Educational Testing Service
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ABSTRACT

In May 1970 a questionnaire, developed by Educational Testing Service in consultation with the ESEA Title I staff of the Chicago Public Schools, was sent to 101 Focus Area schools, and to 25 District Superintendents for distribution to building staff, District ESEA Staff, and community members. The questionnaire was designed to collect detailed information about each of 24 selected Title I activities. A total of 2,393 questionnaires were distributed, and 1,411 (59%) were returned in time for processing. The response rate was highest for school administrators, and the greatest number of respondents came from District 9.

The findings may be summarized as follows:

1. The general ratings of activity success (General Quality) were very favorable. Mean ratings for the individual activities ranged from "moderately successful" to "very successful". The positive ratings may be as much an indication of a positive attitude of the respondents as the actual success of the activities in terms of pupil growth.

2. An activity generally received its highest ratings on objectives that were most relevant to what it was attempting to accomplish.

3. More activities were judged "very successful" by a majority of the respondents in improving self-image than for any of the other objectives. Thus if the ratings were valid, Title I activities did more toward accomplishing these two objectives than any of the others.

4. No activities had as a primary goal improving a pupil's arithmetic ability and skills. Apparently, this objective was not emphasized in 1969-70.

5. Two activities were top rated on the basis of accomplishment of major

goal, general quality, administrator desirability, social consequences, and efficiency:

01: Child-Parent Centers

21: Outdoor Education Camping Program

Two activities were considered unacceptable in their 1969-70 form:

22: Health Services

16: High School Demonstration Programs

An insufficient number of respondents answered questions about Activities 11 (Social Adjustment Services), 13 (E.M.H. Occupational Center), and 23 (Saturation of Instructional Media) to enable evaluations to be made. These overall evaluations were based on decision rules developed by the ETS staff and are not necessarily the same as the evaluations the Chicago staff or some other appropriate group would have made.

6. Eight of the 18 activities for which the major goal could be determined emphasized the improvement of reading skills. However, only one of these was rated Acceptable-Good or Acceptable-Excellent.

7. There was high agreement among community members, activity personnel, and administrators on the way goals should be ordered. The goals judged most important were improving a pupil's attitude toward school and improving the quality of teaching, goals that were not particularly emphasized in 1969-70.

8. If the goal rankings of community members, activity personnel, and administrators were to be used as the basis of resource allocation, the allocation pattern in effect in 1969-70 would have to be changed.

I. INTRODUCTION

Background

In May 1970, questionnaires developed by Educational Testing Service in consultation with the ESEA Title I staff of the Chicago Public Schools, were distributed to those persons in the Chicago Public Schools and the community-at-large who were presumed to be most familiar with ESEA Title I projects (activities). Similar questionnaires had been administered in 1968 and 1969.

As in 1969 questionnaires were distributed to community members, school administrators, and activity personnel. Since community members and school administrators often know little about the day-to-day operations of an activity, separate questionnaires were designed for each of the three groups. All three groups were asked to rank goals in order of importance. In addition, school administrators were asked to check recommendations that applied to a given activity and to select which activities they would refund. Besides being asked to rank order goals, activity personnel were asked to judge the relevance of several recommendations to a given activity and to rate the success of an activity in accomplishing its goal(s). The items on recommendations were based primarily on a content analysis of the most and least desirable aspects of the 1968-69 Title I activities mentioned in the previous year's questionnaire.

Only the administrators were asked to rate the activities relative to one another, because they were the only one of the groups thought to have a fairly broad knowledge about the various Title I activities. And only the activity personnel were asked to rate the success of a given activity, because they were the only one of the groups thought to be knowledgeable about specific activities. Although both school administrators and activity personnel responded to the items regarding recommendations, the activity personnel responded to a more comprehensive set of items.

The three questionnaires on 1969-70 Title I activities constitute Appendix A of this report.

Purpose and Scope of the Study

The questionnaires were designed to help the decision-maker answer the following questions about the 1969-70 Chicago Title I activities:

1. What goals are the most important for Chicago's Title I program?
2. How can the efficiency or effectiveness of an activity be improved?
3. How successful was each Title I activity in accomplishing its goals?

The following types of information were collected:

1. Ranks of ten goals in order of importance (all three groups).
2. Agreement with general recommendations for improving the activities (school administrators).
3. Agreement with specific recommendations for improving the selected activities (activity personnel).
4. Ranks of 10 of 24 activities in order of importance (school administrators).
5. Ratings of an activity's success in accomplishing its major goal(s) and in accomplishing four pervasive objectives--three dealing with social consequences and one with general quality (activity personnel). The ratings were made on the following scale:

   1 - Unsuccessful or only slightly successful
   2 - Moderately successful
   3 - Very successful

6. Comments about Chicago's ESEA 1969-70 Title I programs. This information consisted of comments made on the questionnaire in the space allowed for free responses.

The Population

A total of 2,393 questionnaires were distributed. Of these 1,938 were distributed to the schools, 25 to the district staffs, and 30 to the area administrative staffs. Copies of communications regarding the distribution are contained in Appendix A.

The return rates for 1970 were better than those for 1968 and 1969. Of approximately 2,400 questionnaires distributed in 1970, 1,411 (59%) were returned in time for processing. In 1968 and 1969, only about one-third had been returned. A complete breakdown of the number and percent returned by district and by activity is given in Tables 1 and 2.

It may be noted that, as in the previous two years, the greatest number of respondents came from District 9. The response rate was highest for school administrators and lowest for community members (primarily Advisory Council members).

The response rate is not necessarily a reflection of disinterest. It is possible that some of the questionnaires were never distributed to the intended respondents. Also, some of the activity personnel could have elected to fill out the questionnaire on an activity other than the one in which he was participating.

The population for this survey is considered to be the 1,411 persons who responded to the questionnaire. This group can be described as those persons who were familiar with or participated in the Title I program and who were

Table 1

Number of Questionnaires Distributed and Number and Percent Received

by District and Type of Respondent

District No.	Activity Personnel No. Dist.	Activity Personnel No. Recd.	Activity Personnel % Recd.	School Administrators No. Dist.	School Administrators No. Recd.	School Administrators % Recd.	Community Members No. Dist.	Community Members No. Recd.	Community Members % Recd.	Undesignated No. Dist.	Undesignated No. Recd.	Undesignated % Recd.	Total No. Dist.	Total No. Recd.	Total % Recd.
1	-	3	-	-	-	-	-	1	-	-	-	-	-	4	-
2	-	1	-	-	-	-	-	-	-	-	-	-	-	1	-
3	6	6	100	9	7	78	4	3	75	-	-	-	19	16	84
4	-	-	-	7	1	14	3	4	100[a]	-	-	-	10	5	50
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	38	28	74	37	17	46	18	17	94	-	-	-	93	62	67
7	63	47	75	31	25	81	15	9	60	-	1	-	109	82	75
8	126	83	66	47	35	74	23	17	74	-	1	-	196	136	69
9	152	100	66	57	48	84	28	18	64	-	7	-	237	173	73
10	64	30	47	29	23	79	14	18	100[a]	-	-	-	107	71	66
11	120	70	58	39	27	69	19	23	100[a]	-	-	-	178	120	67
12	-	2	-	3	3	100	1	1	100	-	-	-	4	6	100[a]
13	53	27	51	39	20	51	19	7	37	-	1	-	111	55	50
14	46	28	61	31	16	52	15	21	100[a]	-	1	-	92	66	72
15	-	1	-	9	7	78	4	5	100[a]	-	-	-	13	13	100
16	1	1	100	9	2	22	4	3	75	-	-	-	14	6	43
17	9	7	78	9	7	78	4	5	100[a]	-	-	-	22	19	86
18	28	22	79	13	10	77	6	7	100[a]	-	-	-	47	39	83
19	58	32	55	27	18	67	13	16	100[a]	-	2	-	98	68	69
20	38	28	74	35	31	89	17	10	59	-	-	-	90	69	77
21	18	18	100	31	24	77	15	9	60	-	-	-	64	51	80
22	1	-	-	5	2	40	2	1	50	-	-	-	8	3	38
23	153	76	50	37	28	76	18	12	67	-	1	-	208	117	56
24	25	23	92	15	15	100	7	10	100[a]	-	-	-	47	48	100[a]
25	16	15	94	27	17	63	13	9	69	-	1	-	56	42	75
26	4	2	50	17	10	59	8	18	100[a]	-	-	-	29	30	100[a]
27	1	2	100[a]	11	10	91	5	5	100	-	-	-	17	17	100
Undesignated	93	26	28	31[b]	40	100[a]	400	14	4	-	12	-	524	92	18
TOTAL	1113	678	61	605	443	73	675	263	39	-	27	-	2393	1411	59

[a] More questionnaires were received from the district than distributed. Apparently questionnaire respondents not expected to be associated with a specific district indicated they were associated with a district.

[b] Twenty-five questionnaires were distributed to the district staffs. Since only 24 districts had Title I activities, one of the questionnaires was classified as "Undesignated." The other 24 questionnaires were assigned at the rate of one per district.

Table 2

Number of Questionnaires Distributed and Number and Percent Received by Activity

Activity	No. of Schools	No. to Each School	Total No. Distributed	Total No. Received	% Received
1. Child Parent Centers	5	5	25	12	48
2. Primary Con. Dev.	55	2	110	92	84
3. Follow Through	7	5	35	20	57
4. Intensive Lang. Dev.	12	5	60	34	57
5. Mini Grant	9	5	45	21	47
6. Special Assit. Read.	87	1	87	61	70
7. Cluster C.C. T.V.	21	1			
	4	5	41	21	51
8. RESCUE	50	1	50	42	84
9. English Second Lang.	54	1	54	38	70
10. Inst. Team Schools	7	5	35	42	100[a]
11. Social Adjust. Ser.	1	10	10	9	90
12. Family Living Center	2	10	20	28	100[a]
13. Occupation Cen.	1	10	10	3	30
14. B.O.A.S.T.	9	10	90	27	30
15. Reading U.G.C.	23	1	23	18	78
16. High School Demon.	7	5	35	15	43
17. S.C.I. Inst.	102	1	102	39	38
18. In-Service on Wheels	36	1	36	38	100[a]
19. Music Experience			45	30	67
20. Field Experiences	46	1	46	13	28
21. Outdoor Education	50	1	50	42	84
22. Health Education	44	1	44	14	32
23. Saturation of I.M.U.G.C.	13	3	39	9	23
24. Career Development	7	3	21	1	5

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[a] More questionnaires were received than distributed. Apparently some questionnaire respondents chose to answer items about activities other than the ones in which they were participating.

concerned enough to return their questionnaires. No attempt is made to generalize the results to the larger group of persons who actually received questionnaires.

Since the persons who responded are considered to be the population, any differences noted in the report are real differences and not subject to sampling error. Thus, no significance tests were performed.

General Nature of the Questionnaire Data

The data obtained from the questionnaire have special characteristics that should be recognized at the outset. First, the data are value judgments as opposed to facts. Judgments are colored by the viewpoint of the respondents and should not be treated as objective data. Since each respondent was familiar with the Title I program to some degree, his judgment was presumably made on the basis of what he knew about the program. But pre-existing attitudes also play a part in the value judgments a person makes. Thus, if the respondent has a positive attitude toward the activities he chose to evaluate, the value judgments regarding recommendations, success of an activity, etc., also tend to be positive. The judgments given by the questionnaire respondents may be as much a reflection of the attitudes of the respondents as objective reality.

Second, as with any questionnaire, the validity of the data depended upon the honesty of the respondents. Despite the fact that responding to the items on the questionnaire was voluntary, some of the respondents could have decided to hide their true judgments for one reason or another. For example, a teacher who felt under some pressure to agree with his principal might have chosen to express what he perceived to be his principal's rather than his own point of view. Presumably, the knowledge that the questionnaire was to be mailed directly to Educational Testing Service increased the likelihood that a respondent gave an honest opinion.

Third, the extent to which the responses to the questionnaire were reliable is unknown. (The reliability question could not be answered from an internal analysis of the questionnaire because the items were not homogeneous.) If the questionnaire had been given again a week later (assuming no carry-over effects from the preceding administration and no "learning"), little agreement with preceding results might have been found. However, the instructions of the questionnaire were so worded as to encourage the best judgments of the respondents--judgments to be used in decision-making. It should be realized that in most questionnaire surveys, reliability is not assessed formally.

It should be pointed out that, although the validity and reliability of the questionnaire were not assessed formally, the quality of the questionnaire data is probably at least as good as that of the information given at public hearings, a conventional way of collecting judgments like those in the survey. In fact, the information given at public hearings may be more biased than that given in a survey, for persons testifying at a hearing often represent extreme points of view. Whether the information comes from a questionnaire or a hearing, the user must make his assessment of reliability and validity on logical grounds, considering both the source of the information and the nature of information being furnished.

II. EVALUATION OF THE ACTIVITIES

Some of the data on the questionnaire are useful as feedback for improving activities. Some of the data are also useful for evaluating the activities. In this section the twenty-four 1969-70 Title I activities on which information was collected are evaluated.

It should be kept in mind that the evaluation reported here is both arbitrary and incomplete. It is arbitrary in that the senior author formulated the decision rules for evaluating the activities. Other persons may wish to formulate their own decision rules and compare their results with the ones reported here. It is incomplete in that only information from the survey was used for the evaluation. Other data (for example, test scores) available to the Chicago ESEA Title I staff should also be considered when decisions are made about the activities.

Despite these limitations, the evaluation reported here should be useful, if for no other purpose than showing how an evaluation can be done.

Nature of Evaluation

The word "evaluate" is defined in Webster's Seventh New Collegiate Dictionary as "an attempt to determine the relative or intrinsic worth of something in terms other than monetary (p. 284)."[1] In other words evaluation means to judge the goodness or badness of something. It is in this sense that "evaluate" is used in this document. Thus, to evaluate means something more than collecting data or assessing the effects of an educational treatment. To evaluate is to give value (good or bad) to whatever is being evaluated.

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[1] See "estimate."

To be sure, the best kind of evaluation is not done in the absence of data. In fact, in a good evaluation plan, the identification of the key criteria (variables) on which the evaluation is to be based, the selection or development of a measurement device, the collection of data on the appropriate units of observation, and the assessment of the goodness or badness of the information collected, usually with the help of comparative data or some kind, are all important steps in the evaluation process.

Stage one then is "getting the facts" about whatever is being evaluated (object of evaluation), and stage two is judging the value of the object on the basis of these facts. Deciding what is good and what is bad involves the setting of standards (or desired levels on the criteria) by which goodness or badness will be decided. Setting standards is mentioned again in the next section as a step in reducing an objective to operational form.

Making Objectives Operational

Three steps are necessary to reduce an objective to operational form. First, the variables that require measurement must be identified. The variables are akin to attributes of an object that differ in kind or degree. The particular variables of interest here are product variables and process variables, although pupil variables by which pupils may be typed may eventually be useful. Examples of a project variable are skill in using numbers, skill in communicating, or skill in planning. Examples of process variables include the amount of mathematics in the curriculum, staff efficiency, and program cost--those variables associated with what the school is doing, with how it is using its resources. A variable always has associated with it different levels; but, as has been mentioned, these levels may refer to differences of kind as well as differences in degree. Type of curriculum or the sex of a person, for example, are variables that have levels that are not quantitative. Such variables obtained are called qualitative as opposed to quantitative variables.

Sometimes it is difficult to know when to stop identifying variables, for any variable can be subdivided into component variables up to the point that the variable itself is a description of the operation by which it is to be measured. In the school setting, it should be recognized that most variables will be global variables. It is up to the school decision-makers to decide which variables are most meaningful to them for decision-making.

Once the variables are identified, it is necessary to devise a way to classify an object into one of the levels of a given variable. Here the problem of measurement arises. In measurement one is actually searching for a rule by which the object is assigned to one of the levels of a variable. If an achievement test were used to assign pupils to different levels of mathematics achievement, for example, the rule might be: If the pupil gets x answers right on Mathematics Achievement Test A, he is assigned to the xth level on mathematics achievement. However, in the case of a qualitative variable like type of curriculum, the rule would not ordinarily depend upon a written test being given. The rules for assigning a person to one of the curriculum levels (say basic, general, or academic) might be: If 50% or more of the courses the pupil is currently enrolled in are courses that have been designated as (basic, general, academic) courses, he is considered to be enrolled in the (basic, general, academic) type of curriculum.

It should be recognized that the rule that is finally decided upon for assigning an object to one of the levels of a variable is only one of many rules that might have been used. The rule may be one that does not consistently assign an object to the same level (unreliable measurement) or it may be one that assigns an object to a different level than would a better rule for doing the same thing (invalid measurement). In any case, one always ends up using one rule out of an infinite number of rules. In some cases, no rule would be considered an adequate rule for assigning objects, but it may be as good as any rule that currently exists. This is the case in attitude measurement.

Several points should be emphasized about the measurement process just described. First, of all, the measurement process does not have to involve a pencil-paper test. Second, measurement is not limited to quantitative variables. Third, the measurement process will usually be imperfect to some extent.

So far two steps (in defining an objective operationally) have been described:

1. Identifying the important variables of the focus of the objective.
2. Selecting or developing measures (rules for assigning objectives to one of the levels of a given variable).

The third step is determining a desirable level of performance on each of the measures.

An objective by definition is a statement about what is desired. Until a desired level is specified for each of the measures selected or developed, the objective cannot be said to be operational. The first two steps constitute the process for making a variable operational--and sometimes only these two steps are needed (for example, in constructing paper-pencil tests)--but not for reducing the objective to operational form. Once the desired level has been established, the objective is simply reaching that desired level.

Criterion Variables, Indicators, and Performance Standards

The variables selected as the evaluative criteria, the indicators used to measure these variables, and the minimum and desired performance levels for each variable are discussed in this subsection. The variables selected are not the only ones that could have been used; they are the ones for which the questionnaire data seemed to be most relevant. As was mentioned earlier, a complete evaluation should incorporate other information that is known about the various activities.

Five variables served as evaluative criteria in this study:

1. Accomplishment of major goal
2. General quality
3. Administrator desirability
4. Social consequences
5. Efficiency

1. Accomplishment of major goal. Most of the activities had one primary objective usually dealing with student improvement. A good activity should not be considered unsuccessful in accomplishing its major goal. The indicator for this criterion was the activity personnel's mean rating(s) on the objective(s) considered to be the activity's primary goal(s). Objectives that could be considered major objectives were (a) improving arithmetic, (b) improving reading, (c) improving English skills, (d) improving school attitude, and (e) improving self-image. An activity was considered acceptable-good (+) in improving pupils' performance if the mean rating for one of its major goal(s) (see Table 3) was 2.5 or above, and unacceptable (-) if the mean rating(s) was below 2.0.

Table 3

Success of an Activity in Accomplishing Its Major Goal(s)[a]

Activity	Skill in Using Numbers 1	Concern for Others 2	Attitude toward School 3	Physical Health 4	Quality of Teaching 5	Self-Esteem 6	Readiness for School 7	Occupational Skills 8	Reading English 9	Understanding Spoken English 10	Summary Rating[b]
1											ID
2									0		0
3							+				+
4									0	0	0
5						+			+		+
6									0		0
7											NA
8									0		0
9										+	+
10									0		0
11											ID
12						+					+
13											ID
14								+			+
15									0		0
16									0		0
17			0								0
18					+						+
19						+					+
20			+								+
21		+									+
22				0							0
23											ID
24											ID

[a]

Key:	Major Goal(s)	Summary
+	Rating of 2.50 or higher	Highest of major goal ratings
0	Rating of 2.00 to 2.49	
-	Rating of less than 2.00	

[b] "NA" indicates that, although 10 or more persons responded to questions about the activity, less than 50% of the respondents judged any of the goals to be the major goal of the activity; "ID" stands for "insufficient data" and indicates that fewer than 10 persons furnished data.

2. General quality. More than the effect on students must be considered in evaluating an activity. General quality should also be considered. The general rating, given by activity personnel was used as the indicator of general quality. An activity was considered acceptable-good (+) if the mean general rating was at least 2.5 and unacceptable (-) if it was less than 2.0.

3. Administrator desirability. This variable is the extent to which an activity was desired in a given school district. Since administrators were in a position to judge the relative merits of the various activities, administrator desirability was considered an important variable. The percentage of administrators familiar with an activity, who ranked the activity among the top three was used to indicate administrator desirability. An activity was considered acceptable-good (+) if 40% or more of the administrators ranked the activity in the top three and unacceptable (-) if less than 5% did.

4. Social consequences. This variable has three different dimensions: pupil interest, staff enthusiasm, and relations among school, home, and community. It represents the unintended but important side effects of many of the Title I activities. The indicators of the individual dimensions were the activity personnel mean ratings. Acceptable-good (+) was assigned to any activity having a mean rating of 2.50 or higher and unacceptable (-) to one having a mean rating of less than 2.00. The summary ratings were assigned as follows (see Table 4):

Acceptable-good:	+'s on two of individual dimensions; no -'s
Acceptable :	no -'s; fewer than two +'s
Unacceptable :	One or more -'s

5. Efficiency. This variable is the extent to which resources were used efficiently. The indicator was a weighted average of value indices

Table 4

Success of an Activity in Having Desirable Social Consequences among Pupils, Activity Staff, and Community Members[a,b]

Activity	Pupil Interest	Staff Enthusiasm	Relations among School, Home, and Community	Summary Rating
1	+	0	+	+
2	0	0	-	-
3	0	0	0	0
4	0	0	0	0
5	+	+	0	+
6	+	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
11	ID	ID	ID	ID
12	0	0	0	0
13	ID	ID	ID	ID
14	+	0	+	+
15	0	0	-	-
16	0	0	-	-
17	0	0	+	0
18	+	+	0	+
19	+	+	+	+
20	0	0	0	0
21	+	+	+	+
22	ID	ID	0	0
23	ID	ID	ID	ID
24	ID	ID	ID	ID

---

[a]

Key:	Individual Social Consequences	Summary
+	Rating of 2.50 or higher	+'s on two of individual social consequences; no -'s
0	Rating of 2.00 to 2.49	No -'s; fewer than two +'s
-	Rating of less than 2.00	One or more -'s

[b] "ID" stands for "insufficient data" and indicates that fewer than 10 persons furnished data

assigned to six recommendations selected for their relevance to efficiency and their applicability to all activities (see Table 5). These six recommendations were:

B. More time should be spent by the staff in planning the activity program.

E. More in-service training meetings should be provided by this activity.

K. The activity coordinator ought to observe this activity more frequently during the school year.

R. More follow-up lessons or services should be provided to pupils by this activity.

T. The activity coordinator should provide more help and guidance to the activity staff.

V. Advance information regarding the approval of this activity should be provided.

An activity was judged acceptable-good (+) if the weighted total was more than 7 and unacceptable (-) if the weighted total was less than 4.

It should be clear to the reader that for each criterion, three scale categories have been defined. For evaluation purposes, the top category of the scale was designated by a "+"; and the bottom category, by a "-". For each of the criteria, the middle category (acceptable-fair) was assigned a "0". The basic data to which the standards just discussed were applied are given in Table 6.

Table 5

Activity Recommendations[a,b]

Activity	No. of Act. Pers.	No. of Adm.	Recommendation A	B[c]	C	D	E[c]	F	G	H	I	J	K[c]	L	M	N	O	P	Q	R[c]	S	T[c]	U	V[c]	Weighted Average[d,e,f]	Summary Rating[f]
1	12	285	--	0+	-0	+	0+	-0	0+	+	+	+	0	-	0	0	0	-	0	0	0	0	-	0	6	0
2	91	400	-0	-0	00	-0	00	0+	-0	+	0	+	0	-	0	-	-	-	-	-	-	0	-	0	4	0
3	20	200	-0	-+	-	0+	0+	0+	00	+	+	+	0	0	0	0	0	0	0	+	0	0	-	0	6	0
4	34	247	-0	-+	00	-+	00	0+	0+	+	0	0	0	0	0	-	-	0	-	-	-	0	-	0	4	0
5	21	234	-+	-0	0+	0+	0+	-0	00	+	0	0	0	0	0	0	-	-	0	-	-	0	-	0	4	0
6	61	350	-0	-+	00	00	-0	0+	00	+	0	0	0	-	0	-	-	-	0	-	-	0	-	-	2	-
7	21	215	0+	-+	++	++	0+	-+	-0	+	+	0	0	-	0	0	0	-	+	-	-	0	-	-	3	-
8	42	295	-0	0+	00	++	00	0+	00	+	-	+	0	-	0	0	0	-	0	0	0	0	-	0	6	0
9	38	254	++	0+	-0	0+	00	0+	00	+	0	-	0	0	0	0	-	-	+	0	0	0	-	0	6	0
10	42	230	-+	-0	-0	-+	00	0+	00	+	0	+	0	0	+	0	-	0	0	0	-	0	-	-	4	0
11	9	338	0	+	0	+	0	0	0																ID	ID
12	28	236	++	0+	-0	0+	-+	-0	0+	+	0	+	+	0	0	-	0	0	0	-	-	0	0	0	5	0
13	3	276	0	+	-	+	+	0	+																ID	ID
14	27	217	00	-+	--	0+	0+	-0	0+	+	-	0	-	-	0	0	0	-	0	0	0	0	-	0	4	0
15	18	289	-0	-+	00	0+	00	0+	0+	+	0	-	0	0	0	0	0	-	0	-	0	0	-	-	3	-
16	15	135	0+	0+	-0	0+	0+	0+	0+	0	-	0	0	-	-	-	-	0	0	0	-	-	0	-	4	0
17	37	360	++	-0	++	++	-0	-0	-0	+	+	0	0	-	+	+	+	+	+	0	-	-	+	-	2	-
18	38	323	-+	0+	++	++	-+	-+	00	+	0	0	0	0	0	+	0	+	0	-	-	0	-	-	3	-
19	30	337	00	0+	-+	++	0+	-0	0+	+	0	-	0	0	+	0	0	-	+	-	0	0	-	-	4	0
20	13	346	-0	-0	++	++	0+	-+	0+	+	0	+	0	+	+	+	+	+	0	-	-	+	0	+	6	0
21	42	319	--	0+	++	++	0+	-+	0+	+	0	+	+	0	0	0	+	0	0	0	0	0	-	0	7	0
22	13	355	00	0+	++	++	0+	00	-+	+	+	0	0	0	0	+	+	-	+	0	0	0	0	0	6	0
23	9	231	+	+	+	+	+	+	+																ID	ID
24	1	240	0	+	+	+	+	0	+																ID	ID
Total No. of Minuses[d]			12	11	9	3	4	10	4	0	3	3	1	8	1	5	7	11	2	10	11	2	15	8		

[a]Key:

	Activity Personnel	Administrators	Summary
+	Less than 50% agreed with the recommendation	Less than 25% agreed with the recommendation	Weighted total of more than 7
0	50% or more agreed with the recommendation but less than 50% agreed that the recommendation should be given top priority	25% to 49% agreed with the recommendation	Weighted total between 4 and 7
-	50% or more agreed that the recommendation should be given top priority	50% or more agreed with the recommendation	Weighted total of less than 7

[b] The first symbol under recommendations A-G refers to the activity personnel; the second, to administrators.

[c] Indicators of efficiency in using resources.

[d] Weighted total considering only the indicators of efficiency; +'s were scored 2, 0's 1, and -'s 0 for computing the weighted total.

[e] The lower of the activity personnel's and the administrator's rating were used.

[f] "ID" stands for "insufficient data" and indicates that fewer than 10 persons furnished data.

Table 6

Basic Evaluation Data[a,b,c]

Activity Number	Accomplishment of Major Goal		General Quality		Administrator Desirability		Relations among School, Home, and Community		Pupil Interest		Staff Enthusiasm		Efficiency	
	N	R	N	R	N	R	N	R	N	R	N	R	N	R
1	8	ID	11	2.55	285	46	12	2.50	12	2.83	11	2.27	12	6
2	66	2.30	89	2.18	400	37	77	1.97	89	2.36	78	2.12	91	4
3	15	2.60	19	2.37	200	23	19	2.16	18	2.39	18	2.11	20	6
4	23	2.26	31	2.32	247	32	27	2.19	33	2.33	31	2.35	34	4
5	14	2.50	21	2.48	234	12	20	2.20	21	2.67	21	2.71	21	4
6	58	2.36	61	2.36	350	49	39	2.03	61	2.54	44	2.36	61	2
7	9	NA	21	2.19	215	8	16	2.00	20	2.25	17	2.24	21	3
8	27	2.30	41	2.32	295	30	30	2.30	40	2.47	29	2.31	42	6
9	38	2.74	38	2.47	254	20	37	2.30	38	2.34	28	2.43	38	6
10	29	2.24	37	2.22	230	17	40	2.00	42	2.24	39	2.26	42	4
11	8	ID	9	ID	338	27	8	ID	9	ID	8	ID	9	ID
12	18	2.56	27	2.26	236	9	24	2.17	27	2.26	24	2.17	28	5
13	3	ID	3	ID	276	12	3	ID	3	ID	3	ID	3	ID
14	25	2.80	27	2.48	217	11	27	2.67	27	2.67	26	2.42	27	4
15	16	2.44	18	2.33	289	28	10	1.90	17	2.47	16	2.19	18	3
16	13	2.08	13	1.92	135	8	12	1.58	14	2.00	14	2.07	15	4
17	27	2.41	32	2.41	360	20	38	2.63	26	2.23	25	2.20	37	2
18	31	2.81	38	2.63	323	4	30	2.27	38	2.79	37	2.57	38	3
19	28	2.93	30	2.60	337	2	30	2.60	30	2.80	29	2.59	30	4
20	10	2.50	13	2.46	346	3	12	2.33	13	2.46	11	2.09	13	6
21	36	2.58	42	2.67	319	11	39	2.56	42	2.81	41	2.73	42	7
22	13	2.31	11	1.64	355	4	12	2.08	9	ID	7	ID	13	6
23	4	ID	9	ID	231	5	6	ID	9	ID	8	ID	9	ID
24	1	ID	1	ID	240	3	1	ID	1	ID	1	ID	1	ID

[a] All entries except those for Administrator Desirability and Efficiency are mean ratings of the activity staff. An entry under "Administrator Desirability" is the percent of administrators familiar with the activities who rated the activity among the top three. The entries under "Efficiency" are weighted totals from Table 3.

[b] "NA" indicates that, although 10 or more persons responded to questions about the activity, less than 50% of the respondents judged any of the goals to be the major goal of the activity; "ID" stands for "insufficient data" and indicates that fewer than 10 persons furnished data.

[c] Activities with more than one major goal; the lowest mean rating was used for A.

Decision-Making Procedure

Evaluation Methods

The evaluation task was to classify the activities into various categories of "goodness". Several methods could have been used. One method is simply to subtract the number of minuses from the number of pluses and to decide upon a cutting point for the various evaluation categories. However, this method does not allow one to weight the criteria differentially.

A second method is to assign weights to the criteria, and then proceed to get a sum as with the first method. This method is computationally more complex. And it, along with the first method, allows a high "score" on one criterion to compensate for a low "score" on another criterion.

A third method was used--to allow one to set minimum standards on the criteria. This method is simple and approximates the process that a decision-maker uses in real life to evaluate programs.

Rationale

The decision rules for judging the "goodness" of the 24 activities were based on the following considerations:

1. An excellent activity is one that is successful in meeting its primary objective and has few implementation problems. Implementation problems could be indicated by a discrepancy between the rating on the primary objective and the general rating, which was presumably based on a consideration of both process and product. Thus, an excellent activity should also be successful in general.

2. If an activity has something seriously wrong with it, it will receive an unsuccessful rating on its major objective or general quality, administrator

desirability, or social consequences. A negative rating on any one of these criteria indicates that the activity is unacceptable.

3. A negative rating on administrator desirability or social consequences raises questions about an activity. However, since publicity has much to do with community acceptance, administrator desirability and relations among school, home, and community, one of the dimensions of social consequences, a negative rating on one of these criteria is considered less serious than negative ratings on two mentioned in the preceding paragraph.

4. A negative rating on efficiency was not considered a serious flaw. Many of the items indicating efficiency had to do with the adequacy of planning; and poor planning was considered as a sufficient condition for inefficiency. But it is possible that many activities actually made efficient use of resources (time, money, supplies, etc.) despite poor planning.

5. Information based on only a few respondents could be very misleading and should probably be ignored. Therefore, activities judged by fewer than ten respondents on any one of the criteria should not be evaluated.

Decision Rules

The decision rules that were finally decided upon were as follows:

1. Was the number of respondents less than ten for any of the criteria?

   YES - Classify as INSUFFICIENT DATA

   NO - Continue

2. Did activity have more than one minus on the four criteria not including efficiency?

   YES - Classify as UNACCEPTABLE

   NO - Continue

3. Did activity have a minus on Accomplishment of its Major Goal or General Quality?

   YES - Classify as UNACCEPTABLE

   NO - Continue

4. Did the activity have two pluses on Accomplishment of Major Objective, General Quality and Administrator Desirability?

   YES - Classify as ACCEPTABLE-EXCELLENT

   NO - Continue

5. Did the activity have a plus on Accomplishment of Major Goal or General Quality and a plus on Social Consequences or Efficiency?

   YES - Classify as ACCEPTABLE-GOOD

   NO - Classify as ACCEPTABLE-FAIR

These rules were applied sequentially to obtain the evaluation results shown in Table 7.

Evaluation Results

The evaluation results are shown in Table 7. Two activities ranked above the rest:

01: Child-Parent Centers

21: Outdoor Education and Camping

On the other hand, two activities were considered unacceptable:

22: Health Services

16: High School Demonstration Programs

These activities should probably undergo major revision or be discontinued. Six activities were on the borderline of acceptability (see Table 7). One of these--Music Experiences--had received an Acceptable-Excellent rating the previous year. However, the activity was not desired by administrators,

Table 7

Standing of Activities on Various Criteria^{a,b}

Activity	Accomplishment of Major Goal	General Quality	Administrator Desirability	Social Consequences	Efficiency
	ACCEPTABLE - EXCELLENT				
01: Child-Parent Centers	ID	+	+	+	0
21: Outdoor Ed.	+	+	0	+	0
	ACCEPTABLE - GOOD				
05: Mini-Grant	+	0	0	+	0
14: B.O.A.S.T.	+	0	0	+	0
	ACCEPTABLE - FAIR				
03: Follow-Through	+	0	0	0	0
09: Eng. as Sec. Lang.	+	0	0	0	0
12: Family Living Centers	+	0	0	0	0
06: Spec. Asst. Rdg. P_z - 6	0	0	+	0	-
08: RESCUE	0	0	0	0	0
04: Intens. Lang. Devlpmt.	0	0	0	0	0
10: Instr. Team Schls.	0	0	0	0	0
17: Schl. Comm. ID	0	0	0	0	-
07: Closed TV^{b}	NA	0	0	0	-
	BORDERLINE ACCEPTABLE				
19: Music Exp.	+	+	-	+	0
18: In-Serv./Wheels	+	+	-	+	-
20: Field Exp.	+	0	-	0	0
02: Prim. Cont. Devlpmt.	0	0	0	-	0

Table 7 (Cont.)

	Activity	Accomplishment of Major Goal	General Quality	Administrator Desirability	Social Consequences	Efficiency
15:	Spec. Asst. Rdg. 7 - 8	0	0	0	-	-
24:	Career Development[c]	ID	ID	-	ID	ID
			UNACCEPTABLE			
22:	Health Services	0	-	-	0	0
16:	H. S. Dem. Programs	0	-	0	-	0
			INSUFFICIENT DATA			
11:	Soc. Adj. Services	ID	ID	0	ID	ID
13:	E.M.H. Occup. Centers	ID	ID	0	ID	ID
23:	Sat. Instr. Media	ID	ID	0	ID	ID

---

[a]

Key:	General Quality	Administrator Desirability	Other Criteria	Summary
+	Rating of 2.50 or higher	40% or more ranked activity in top three	See summary ratings for Tables 3-5	See decision rules in text
0	Rating of 2.00 to 2.49	6% to 39% ranked activity in top three		
-	Rating of less than 2.00	Less than 6% ranked activity in top three		

[b] "NA" indicates that the primary goal of the activity could not be determined from the data. "ID" stands for "insufficient data" and indicates that fewer than 10 persons furnished data.

[c] Highest rating that could be assigned; if additional data were available, the rating might be lower.

perhaps because it does not deal with basic skills. Administrator Desirability had not been included among the criteria for evaluating the activities until this year.

An insufficient number of respondents responded to items about Activities 11 (Social Adjustment Services), 13 (E.M.H. Occupational Center), and 23 (Saturation of Instructional Media) to enable evaluation to be made.

Actually, insufficient data were available to classify Activity 24 (Career Development) appropriately. However, since this activity had a "-" on Administrator Desirability, a rating which places an activity in the Borderline-Acceptable category, Activity 24 was classified as Borderline-Acceptable. If adequate data had been available on the other criteria, Activity 24 might have been rated lower.

It is important to realize that the evaluation just presented is only one of a number of ways that the activities could have been classified. The reader is free to disagree with the decision rules that have been used, and may wish to make his own evaluation on the basis of the information presented.

III. ANALYSIS OF NEEDS

So much for an evaluation of the activities. The important question is, "What are the implications for planning?" The evaluation results, of course, bear on this question, for it is important to know in what goal areas successful activities have been initiated. But other factors besides activity success must also be considered, particularly the importance of the various goals, in planning the course of the Chicago Title I program. What the questionnaire data said about goal priorities is discussed next, followed by a brief examination of other factors that must be considered before a course of action is finally decided upon.

Goal Priorities

The three respondent groups (community members, administrators, and activity personnel) were asked to rank ten goals in order of importance. The mean rankings standard deviation, and final rank ordering (based on the mean ranking) are shown for each respondent group in Table 8.

Table 8

Means, Standard Deviations, and Ranks of Ten Goals by Type of Respondent

	Community Members (N=251)			School Administrators (N=418)			Activity Personnel (N=642)		
Goal	Mean	S.D.	Rank	Mean	S.D.	Rank	Mean	S.D.	Rank
1. Skill in Using Numbers	7.01	2.33	9	7.63	2.05	9	7.31	2.13	9
2. Concern for Others	5.71	2.72	6	5.68	2.65	6	5.81	2.75	6
3. Attitude Toward School	3.99	2.41	2	3.31	2.11	1	3.41	2.03	1
4. Physical Health	6.33	2.53	8	6.72	2.39	8	6.69	2.53	8
5. Quality of Teaching	3.82	2.70	1	3.66	2.63	2	4.23	2.79	3
6. Self-esteem	4.90	2.64	5	4.64	2.52	5	4.19	2.62	2
7. Readiness for School	4.69	2.47	3	4.62	2.33	4	4.87	2.57	5
8. Basic Occupational Skills	7.71	2.34	10	8.09	2.20	10	7.72	2.54	10
9. Reading English	4.76	2.79	4	4.60	2.66	3	4.78	2.54	4
10. Understanding Spoken English	6.09	2.99	7	6.04	2.64	7	6.00	2.68	7

A striking feature of Table 8 is the close agreement of the rank orderings of the three groups. There is a difference of more than two ranks on only one goal--improving self-esteem. The activity personnel ranked this goal much higher than the other two groups.

Improving a pupil's attitude toward school was considered to be the most important goal by administrators and activity personnel and was ranked second in importance by community members. Improving the quality of teaching was ranked as the most important goal by community members, and improving a pupil's attitude toward school was ranked second. Improving the quality of teaching was ranked second and third by school administrators and activity personnel, respectively. It is interesting to note that both of these goals can be considered means to improving achievement in the basic skills. Of course, improving attitude toward school as well as improving the basic skills can be considered a reasonable product of schooling.

The goals dealing with occupational skills, skill in using numbers, and physical health were given relatively low rankings by all three groups. One should keep in mind that a low ranking does not necessarily mean that a goal is not important. All of the goals may have been considered important Title I goals by the respondents. A low ranking simply means that, if a choice has to be made, other goals are more important and should be given higher priority.

The standard deviations in Table 8 range from 2.05 to 2.99. If the rankings were normally distributed, about 95% of the rankings for a given goal would fall within two standard deviations of the mean ranking. Since two standard deviations encompass four to six ranks, considerable diversity of opinion is evident in the rankings. In actuality, the goal rankings ranged from 1 to 10 in almost every case.

The diversity is very evident if one looks at the actual rankings of community members for the goal improving the pupil's ability to understand spoken English or his skill in writing and speaking the English language, the goal that had the largest standard deviation. Table 9 gives the results. Although the most popular rank was ten, the distribution of the other ranks approximated a rectangular distribution.

Table 9

Rankings of Community Members for Goal 10--Improving Ability to Understand Spoken English or Skill in Writing and Speaking English

Rank	f	%
1	17	7
2	18	7
3	29	12
4	24	10
5	27	11
6	20	8
7	18	7
8	21	8
9	27	11
10	50	20
Total	251	
Mean	6.09	
S.D.	2.99	

This diversity of opinion within the three respondent groups suggests that different points of view underlie the rankings. A special study to identify what the basic points of view are might be in order. Whatever the points of view are, it is evident that they are shared by community members, school administrators, and activity personnel.

Activity Success in Relation to Goal Priorities

The various Title I activities have already been evaluated, and the goal priorities have been given. It remains to tie the two together. Table 10 repeats the rank orderings of the goals for the three respondent groups, and shows the percentage of Title I funds allocated to activities having a particular primary goal and in addition the number of activities having a particular goal as their primary goal and having an overall rating of acceptable-good or acceptable-excellent, acceptable-fair, or unacceptable or borderline acceptable.

The major goals of six activities could not be determined because of insufficient data. Thus, only 18 of the 24 activities were included in the tabulations.

Since eight activities (five of which were rated at least acceptable-fair) had reading improvement as a primary goal and three, the improvement of self-esteem, one could say that these goals were more heavily emphasized in the Title I program. However, the amount of money spent and the number of activity participants must also be considered in determining emphasis.

By far the largest portion of Title I money (46%) was spent on reading activities, while 13% was spent for activities that had improving attitude toward school as the primary goal. No activities stressed the improvement of arithmetic skills. If the Title I money were to be allocated strictly on the basis of the rank orderings of the three respondent groups, the following changes would be required:

1. Decrease the amount of money allocated to reading activities.
2. Allocate more money to activities emphasizing improvement in a student's attitude toward school and the quality of teaching.

Table 10

Fulfillment of Needs

	Goal									
	Skill in Using Numbers 1	Concer for Others 2	Attitude Toward School 3	Physical Health 4	Quality of Teaching 5	Self-esteem 6	Readiness for School 7	Occupational Skills 8	Reading English 9	Understanding Spoken English 10
Goal Ranking										
Community Members (N=251)	9	6	2	8	1	5	3	10	4	7
School Administrators (N=418)	9	6	1	8	2	5	4	10	3	7
Activity Personnel (N=642)	9	6	1	8	3	2	5	10	4	7
No. of Activities Having Goal as a Primary Goal[a,b]	0	1	2	1	1	2½	1	1	7	1½
% of Title I Money[c] Allocated to Goal	0%	3%	13%	4%	5%	6%	1%	4%	46%	5%
No. Rated Acceptable-Good or Acceptable-Excellent		1				½		1	½	
No. Rated Acceptable-Fair			1			1	1		3½	1½
No. Rated Unacceptable or Borderline Acceptable			1	1	1	1			3	

[a] Activity 5 also had Goal 9 as a primary goal and Activity 4 also had Goal 10 as a primary goal.

[b] Insufficient data were available to determine the primary goal of Activities 1, 7, 11, 13, 23, and 24.

[c] Updated budget of $24,027,416, which includes approved budget amendment requests of April 22, 1970. Of this amount, 14% went to activities for which the primary goal could not be determined. The funds for activities having more than one primary goal were divided equally among the goals.

3. Decrease the amount of money spent on improving occupational skills or physical health.

4. Allocate more money to activities improving readiness for school.

Of course, 14% of the Title I money was expended on activities for which the primary goals could not be determined. If the goals were known, the allocation pattern might be more in line with the goal rankings.

It is recommended that funds be allocated on the basis of the goal rankings, but that the subsidary goals as well as the primary goals be considered in making the allocations.

One must question whether there should be two activities aimed at improving the ability to understand, speak, and write English in view of the low ranking assigned to this goal.

That no Title I activities emphasized arithmetic skills is consistent with the low ranking assigned to improving skill in using numbers. One might question whether the activity dealing with basic occupational skills should be continued, since improving occupational skills received the lowest rank of all the goals.

It is unfortunate that so few of the activities were rated good or excellent. A poor activity effectively reduces the emphasis the Title I program gives to a goal. It might be argued that reading improvement was not really emphasized more than the other goals, for only one reading activity was rated good or excellent.

Although it might appear from the preceding discussion certain activities should be initiated and that some of the activities should be discontinued, several other factors besides those mentioned must be considered in making a final decision. The possible effect of an activity on goals other than its primary goal must be weighed carefully, for an activity in reading can also affect goals such as attitude toward school and self-esteem.

In extenuation and mitigation of the 1969-70 Title I program, it should be pointed out that improvement of attitude toward school and quality of teaching often go hand-in-hand with the improvement of reading. In particular, some of the Title I activities had large in-service training components. Thus, the picture presented in Table 10 is probably misleading to a certain extent.

IV. ACTIVITY HIGHLIGHTS

This section presents a brief description of each of the twenty-four ESEA Title I activities included in the survey and a summary of significant questionnaire responses concerning these activities. In the discussion the words "program" and "activity" are used interchangeably.

The respondents who furnished information about specific activities were school administrators and activity personnel. The activity personnel included classroom teachers, activity coordinators, school-community representatives, teacher aides or other paraprofessionals, and "others." A tabulation of this "other" category revealed that these respondents held specialized positions: 13 were counselors; 25, special assistants in reading; 16, instrumental music teachers; 14, teacher-nurses; 20, teachers in the TESL program; and 12, Team Leaders.

Recommendations were provided by these respondents in Part II of the questionnaires for school administrators and for activity personnel. The recommendations listed in the questionnaire were necessarily limited and should not be considered exhaustive of suggested or required activity revisions. Moreover, since the selected recommendations were designed to be applicable across as many activities as possible, many of them lack specificity. In these instances the respondents often spent time adding supplementary comments, which provided specific recommendations and in many instances praise for the activities. Selected comments are mentioned in the activity descriptions. A complete verbatim listing is available in Appendix B.

The recommendations mentioned in the highlights are those that 50% or more of the activity staff agreed should be given top priority in planning or 50% or more of the administrators familiar with the activity agreed with the recommendations. The percentages cited refer to percentage of activity staff or administrators in these categories. Many more recommendations applied to a given activity. As was noted in Table 5, there were many recommendations to which 50% or more of the activity personnel agreed but did not give top priority in planning. These recommendations are mentioned only rarely in the highlights.

Each of the following activity descriptions represents a summary of the quantitative **responses** as **well** as the subjective remarks of activity staff and school administrators. Specific areas have been highlighted in each description. More complete and detailed data is available in the tables of Section III and in Appendix B.

Activity 1: Child-Parent Centers

A pre-school and early childhood program emphasizing reading readiness and language arts was provided for children from three to eight years of age. Each center also encouraged parent participation and involvement. Parents helped in the classrooms as teacher-aides and also received instruction in homemaking and consumer education.

A total of 12 activity personnel and 285 administrators responded with recommendations and opinions on this activity. Seven of these activity personnel respondents were teachers.

No consensus of opinion existed among the activity personnel as to the success of this activity in accomplishing its major goal. No one goal was selected by 10 or more of the respondents. Thus Table 6, Basis Evaluation Data, shows this activity as having insufficient data to determine the accomplishment of its primary goal. Table 4, which indicates the success of an activity in having desirable social consequences, reflects high ratings by the respondents. Activity personnel gave the program an average rating of 2.83 in fostering pupil interest and 2.50 in stimulating good relations among the school, home and community (Table 6).

The Child-Parent Centers received high ratings on general quality, with the activity personnel giving a mean rating of 2.55. Of those school administrators familiar with the activity, 46% rated the activity among the top three in terms of program desirability. Thus, Table 7 lists this program as "Acceptable-Excellent."

Fifty percent of the activity personnel as well as 53% of the school administrators gave top priority to the recommendation that the activity be extended to other age levels. The provision of more classroom space and the increase in activity publicity was recommended by 50% of the activity personnel. Thirty-three percent of school administrators agreed with the first recommendation and 34% concurred with the second. The activity personnel gave top priority to the following suggestions: the provision of a more varied in-service training program (75% agreed); the addition of a greater number of specially trained teachers (55% agreed); and an increase in funds for the purchase of a variety of teaching materials (75% agreed).

The comments provided by the questionnaire respondents reflected the high regard with which this activity was viewed. The school administrators stressed program expansion: develop in other areas of the city, and make available to all 3 to 8 year olds. The suggestions of the activity personnel, although more specific, also reflected this request for activity expansion. (The establishment of three new Child-Parent Centers in 1970-71 must have been especially gratifying for these respondents.)

Activity 2: Primary Continuous Development

An augmented staff for special help in language arts and reading worked in small class groupings with Kindergarten through Primary 3 pupils.

Recommendations on this activity were received from 82 teachers out of a total of 92 activity personnel as well as from 400 administrators.

Their ratings resulted in the overall evaluation of this activity as "Borderline Acceptable." In terms of social consequences this program received a very low average rating. Evidently the relations among school, home and community were not greatly improved; the activity staff gave an average rating of 1.97. Only slightly higher ratings of 2.36 and 2.12 respectively were given on the success of this activity in stimulating pupil interest and staff enthusiasm. An average rating of 2.30 (see Table 6) on the accomplishment of the activity's goal, improving a pupil's skill in reading the English language, and an efficiency rating of four also contributed to the low overall evaluation of this program. Only 37% of the administrators ranked this activity among the top three in priority.

A majority of the activity personnel gave top priority to a large number of rcommendations. The recommendations with which they agreed and the percent agreeing were:

1. The activity should be extended to other age levels (66%);
2. More time should be spent by the staff in planning the activity program (69%);
3. The size of the class should be reduced (57%);
4. Evaluation of this activity should be improved (52%);
5. A more varied in-service training program should be provided (53%);
6. There should be more individualized instruction (68%);
7. Pupils with similar problems should be placed together (74%);
8. Additional teacher-aides should be provided (52%);
9. A greater number of specially-trained teachers are needed (50%);
10. There should be more follow-up lessons or services (53%);
11. Teachers should be more involved in activity evaluation (56%);
12. More money should be provided for a variety of teaching materials (80%).

Recommendations 1, 2, 3, and 4 were also supported by 38%, 34% 47%, and 36% of the school administrators, respectively.

The additional comments supplied by activity personnel also reflected such dissatisfactions. Specifically, more supplies with an improved system for supply distribution was suggested. Increased teacher planning and coordination were also mentioned. A reduction of class size was emphasized in these comments as well. Considerable activity revision seems to be indicated by the comments and responses on this activity.

Activity 3: Follow-Through

Follow-Through was designed to serve as a continuation of Project Head Start. Its aim was to sustain the gains made by children in that earlier program. Parental participation was encouraged with many parents serving as members of Policy Advisory Committees. In this way they helped formulate guidelines for their particular program.

A total of 20 activity personnel and 200 administrators responded with ratings, recommendations, or comments on this activity. Fifteen of the activity personnel were teachers.

Activity personnel gave this activity a high rating of 2.60 for success in accomplishing its major goal--improving a child's readiness for school.

The activity received moderate ratings in general quality, administrator desirability, social consequences and efficiency (Table 7). The overall evaluation rating is "Acceptable-Fair."

Seventy-four percent of the activity staff gave top priority to extending the activity to children of other age levels, but only 27% of the administrators concurred with this recommendation. The staff also felt that more time should be spent in planning (53%). Again a small percentage (22%) of the school administrators agreed. Increased classroom space was suggested by 60% of the staff. As in many of the other ESEA Title I activities, the activity personnel (60% in Follow-Through) give priority to providing more money for a variety of teaching materials.

These recommendations were also supported by the supplementary comments. Suggestions pointed up the need for increased storage space and for more teaching equipment. Generally, however, the activity was viewed favorably.

Activity 4: Intensive Language Development

Primary pupils enrolled in large elementary schools participated in this highly structured language arts program. Each school in the program was provided with a language resource teacher and a resource center.

Questionnaires on this activity were returned by 247 administrators and 34 activity personnel. Twenty-six of the activity personnel were teachers.

A majority of the activity personnel indicated that the activity had been moderately successful in reaching its major goal. Table 6 indicates that there were two major goals, and that only the one with the lowest mean rating was reported. Reading English had a mean rating of 2.26, while Understanding Spoken English received a rating of 2.43. Both goals were rated by 23 activity personnel. Ratings on the criteria of General Quality and Social Consequences (see Table 7) also fall within the middle range of 2.00 to 2.49. Thirty-two percent of the school administrators familiar with this program listed it among the three most desirable. In terms of efficiency the activity had a weighted average of 4, again a rating falling in the middle range. In view of the consistently moderate ratings, this activity was classified "Acceptable-Fair" category in Table 7.

Among the activity personnel there was a consensus that the size of the classes in this program should be reduced, with 82% giving top priority to this recommendation. Of the school administrators familiar with the activity, 21% agreed that a reduction in class size should be considered. Activity personnel also gave top priority to the suggestions that the program be expanded to include children of other age levels (53%) and that additional time be spent on planning (58%). Almost half the school administrators agreed with the first recommendation (47%), but less than 21% agreed with the second.

Activity personnel gave top priority to a number of other recommendations. A need for more individualized instruction was noted by 50% of those answering, 70% recommended placing pupils with similar problems together, provision of additional teacher aides was recommended by 67%, 55% felt that teachers should be more involved in the evaluation of the activity, and 65% felt that more follow-up lessons or services should be provided. Finally, a large number (79%) of activity personnel agreed that more money should be provided for a variety of teaching materials. Comments made by activity personnel point up the need for additional planning and for a more effective orientation period for those involved with the program.

Activity 5: Mini-Grant Program

Parents, community, and school work-study groups or advisory councils assessed their local school's needs and devised their own language-oriented primary program. The Mini-Grant programs were available to pre-school, primary, and middle grade pupils, as well as to pupils with special needs. Since each of these programs was tailor-made to meet local needs, the comments reflect opinions on a variety of approaches and methods rather than on a single program implemented across several schools.

Twenty-one activity personnel provided responses on the Mini-Grant program. Teachers and paraprofessionals were in the majority. Questionnaires were also returned by 234 administrators who were familiar with the program.

Although this activity encompassed a wide range of approaches, the respondents in general gave favorable responses. The overall evaluation is "Acceptable-Good". High ratings were given to this activity for success in accomplishing two major goals (see Table 3): a mean rating of 2.71 for improving a pupil's self-esteem, and 2.50 for improving a pupil's skill in reading English. Fifty percent or more of the activity personnel involved considered this activity "very successful" in reaching these goals. This activity also seems to have been successful in having desirable social consequences. A rating of 2.67 reflected the degree to which the program stimulated or maintained a high degree of pupil interest and a rating of 2.71 was given to the activity for encouraging a high degree of enthusiasm among the activity staff. Administrators did not view the activity as favorably as did the activity personnel. Only 12% rated it among the top three that they would like to have functioning in their school districts.

Activity personnel stressed several recommendations. Seventy-six percent felt that the activity should be extended to children of other age levels (only 21% of the school administrators concurred), while 57% thought that the staff should spend more time planning the program (with 32% of administrators agreeing). Sixty-two percent of the activity personnel would like to see the activity more widely publicized (29% of the administrators agreed). Sixty-seven percent of activity staff would like to see the pupils placed with others having similar problems or difficulties for instructional purposes. An increased number of specially trained teachers was recommended by 62% of the staff. Fifty-five percent agreed that more follow-up lessons or services should be provided for the pupils, 57% felt that the teachers should be more involved in activity evaluation, and 76% of the staff believes that more money should be provided for a variety of teaching materials.

The comments provided by the staff reflected the objective responses listed above. One teacher-aide felt that more planning and teaching materials are needed. A classroom teacher praised the activity and described it as "the best codecracking program for reading" that she had ever seen.

Activity 6: Special Assistance In Reading

This activity provided special reading teachers to instruct pupils from Pz through grade six. Paraprofessionals assisted the teachers, who worked with the pupils on an individual or small-group basis.

A total of 61 activity personnel responded concerning this activity. Twenty-six of these were classroom teachers, and 29 belonged to the "other" category. Additional questionnaires were returned by 350 administrators who were familiar with the program.

The activity staff gave a mean rating of 2.36 for the success of this program in improving a pupil's skill in reading English. Fifty percent of the respondents felt the activity was "moderately successful" in this area.

In the area of social consequences a high rating of 2.54 reflected the ability of the activity to stimulate a high degree of pupil interest. Sixty-six percent of the staff indicated that the program was "very successful" here. Other ratings in this area fell in the middle range. Ratings of 2.03 and 2.36 were received respectively for stimulating good relations between the school and community and for maintaining a high degree of staff enthusiasm. An evaluation of overall results gave the activity a general quality rating of 2.36. A high percentage (49%) of the school administrators who were familiar with the activity ranked it among the top three that they would most like to see in their schools. However, in efficiency the activity received a low rating of two. The overall rating for Special Assistance in Reading is "Acceptable-Fair" (Table 7).

The activity staff had several recommendations to which they gave a top priority designation. Seventy-seven percent suggested that this activity be extended to children of other age levels. This was supported by 40% of the administrators responding. The provision of more in-service training programs was recommended by 56% of the staff. The respondents (58%) also felt that it would be beneficial to place pupils with other pupils facing similar learning problems. Seventy-one percent indicated that more specially-trained teachers are needed for this activity, and the provision of more follow-up services or lessons was recommended by 55% of the staff. Seventy percent gave top priority to the need for more money to purchase a variety of teaching materials. The activity staff (59%) also felt that advance information regarding activity approval would be beneficial.

The ratings and recommendations were reflected in the supplementary comments provided by the administrators and staff. The school administrators generally indicated that they need this program and that it has been beneficial in their schools. The activity staff provided specific suggestions, pointing out areas requiring activity revision. Earlier receipt of necessary teaching materials and supplies was requested. Several teachers indicated that activity expansion was needed, feeling that more pupils should be helped and that such aid should begin at an even earlier age level. Two teachers had very specific praise for a program instituted in their school and the man in charge of this activity. Generally the respondents felt that the program was helpful and that after certain revisions it should be expanded to include more pupils.

Activity 7: Cluster Closed Circuit Television

Schools participating in this program were organized into five clusters by geographic area. Each cluster had its own studio and produced its own televised instructional programs in all areas of the curriculum. All classrooms receiving instruction were provided with pre- and post-viewing activities and teacher guidelines.

A total of 215 School Administrators indicated that they were familiar with this activity. Twenty-one activity personnel responded to the questionnaire; of these 18 were teachers.

Table 6 indicates that although there were sufficient data there was no consensus as to the major goal of the program. Consequently success in its accomplishment could not be determined. In general quality the activity was rated 2.19. Its summary rating in social consequences was also moderate. Only 8% of all administrators familiar with the program ranked it among the three most desired activities. In efficiency it received a low weighted average of three. Cluster Closed Circuit TV has been placed in the "Acceptable-Fair" category (Table 7). It should be noted that footnote b indicates that its standing might have been higher if additional data were available.

Eighty-one percent of activity personnel responding to the questionnaire gave top priority to the recommendation that more time be spent in planning. Wider publicity for the activity and improved evaluation of the activity were both given top priority by 62% of activity personnel. The recommendation for additional specially-trained teachers as well as the one for more follow-up services were supported by 57% of the activity personnel. Sixty-seven percent favored a more varied in-service training program, and 71% of activity personnel responding agreed with the recommendations that teachers be more involved in evaluation of the activity, that more money be provided for a variety of teaching materials, and that advance information regarding activity approval be provided.

Although not reflected in the recommendations, comments on the activity favored extending the program to the middle grades. Comments also called for additional in-service courses for teachers.

Activity 8: Rescue

Pupils who were identified by teachers as potentially socially-maladjusted were placedin separate classes and taught by special teachers. As their achievement and adjustment improve the pupils were returned to their regular classes.

The total number of activity personnel responding to the questionnaire was 42. Thirty-four of the respondents were teachers. Questionnaires were also returned by 295 administrators.

A majority (70%) of the activity personnel respondents indicated that the program was moderately successful in improving pupil's skill in reading English named as the major goal by 27 respondents (mean rating: 2.30). Ratings for general quality of the activity and for its success in producing positive social consequences were between 2.00 and 2.49 (Table 6). "Rescue" was ranked in the top three in terms of program desirability by 30% of the school administrators familiar with the program. A summary rating of six in efficiency was determined by a weighted average of selected questionnaire items. Table 7 lists this program as "Acceptable-Fair."

Top priority was given (by 55% of the activity personnel) to the recommendation that the program be extended to children of other age levels. Of the school administrators familiar with the activity 38% agreed with this recommendation. Screening children before they are allowed to participate in the program was given top priority by 69% of the activity personnel, while the need for more specially trained teachers and the need for more money for a variety of teaching materials was emphasized by 71% and 62% respectively. A more varied in-service training program was also supported by 55% of those activity personnel reporting.

An expansion of "Rescue" to reach a greater number of pupils and schools was favored in comments by school administrators. Activity personnel responded with a greater variety of comments, both favorable and unfavorable. The need for more explicit guidelines for pupil selection was mentioned by both a classroom teacher and a counselor. Several other teachers commented favorably on the additional help that could be given to pupils in the "Rescue" classes.

Activity 9: English as a Second Language

Language arts instruction was provided for pupils whose first language was not English to help them become bilingual. Spanish resource teachers were provided to act as liaisons between the school and the non-English speaking community.

Of the 38 activity personnel returning questionnaires, 24 were Spanish Resource Teachers, TESL teachers, and those other than the regular classroom staff. Questionnaires were also received from 254 school administrators who indicated that they were familiar with the program.

The major goal of this program was to improve the pupils understanding of spoken English or his skill in writing and speaking English. All 38 of the respondents indicated that the program had been successful in this respect, with 74% agreeing that it was very successful. (The mean rating was 2.74.) The activity was given moderate ratings in General Quality and Social Consequences (see Table 7). Twenty percent of the administrators familiar with the program rated it as one of the top three in priority, also a rating in the middle range. Its efficiency rating, based on a weighted average of responses to selected questions, was six. As a result of these ratings the evaluation of the English as a Second Language Program is "Acceptable-Fair."

A majority of the activity personnel responding to the recommendations agreed that additional classroom space should be provided, with 66% giving it top priority. Thirty-five percent of the school administrators also agreed with this recommendation. Other recommendations that were given top priority by the activity personnel were placing pupils with similar problems together (74%), providing for more specially trained teachers (74%), providing more money for a variety of teaching materials (58%), and devoting more time to the activity during the day (53%).

Comments received from activity personnel and school administrators generally supported the recommendations, especially the one for the provision of additional space. It was also mentioned that there was a need for better communication among schools sharing a Bilingual Center.

Activity 10: Instructional Team Schools

Pupils were instructed by an educational team composed of one team leader, five teachers, two teaching interns, three teacher aides, three parents, and one school community representative. Pupils were grouped and re-grouped depending on content and method of instruction.

Two hundred thirty administrators and 42 activity personnel returned questionnaires on the Instructional Team Schools. Fifty-two percent of the activity personnel respondents for this activity were teachers.

The overall evaluation of this activity based on various criteria results in its classification as "Acceptable-Fair." The major goal for this activity was improving the student's skill in reading English. Twenty-nine activity personnel rated Instructional Team Schools either highly or moderately successful in reaching this goal. (The mean rating was 2.24.) The rating for General Quality and for social consequences also placed the activity within the middle range of 2.00 - 2.49. Seventeen percent of all school administrators acquainted with the program placed it in the top three in terms of desirability. The program received an efficiency rating of four from the weighted average of selected questionnaire items. These ratings also are not particularly outstanding.

Of the recommendations listed in the questionnaire the largest number (88%) of activity personnel respondents agreed that providing additional classroom space should receive top priority (31% of the school administrators familiar with the program agreed.) Activity personnel also recommended that the activity be extended to include children of other age levels (66%). Fifty-four percent agreed that more time should be spent in planning, and 59% believed that the size of the class should be reduced. The recommendation that pupils with similar problems be placed together was supported by 68%. Seventy-six percent agreed that more money be provided for a variety of teaching materials, and 63% recommended providing advance information regarding activity approval.

Comments received from school administrators were on the whole, more favorable to the program than those made by the activity personnel. The activity personnel offered more specific suggestions including the need for additional planning and evaluation time as well as adequate space.

Activity 11: Social Adjustment Services

Professional counseling, psychological evaluations, and psychiatric consultation were available to pupils referred to the center by school staffs. Parents had to accompany their children to all individual and group sessions.

Questionnaires were returned by a total of nine activity personnel involved in this program, and by 338 administrators who had a knowledge of the program. Seven of the activity personnel were professionals other than teachers or coordinators, and six of these were from District 9. However, since fewer than 10 persons responded to the questionnaire, the data received are insufficient to determine the relative success of the program.

It appears that among the small number of respondents, there was a consensus that the activity was highly successful in several areas. One hundred percent of the personnel responding to the questions rated the program as being very successful in improving a pupil's attitude toward school and in improving a pupil's self-esteem. The program was also given mean ratings of above 2.50 on both general quality and success in social consequences. It should be pointed out once again that the data were insufficient for evaluation of the program and that the majority of respondents were associated with one center.

The recommendation for provision of more classroom space received the greatest amount of support (41% agreeing) among school administrators. Recommendations made by the activity personnel are not listed because of the small number of respondents.

Comments favoring the expansion of the program were received from several school administrators. No comments were offered by the activity personnel.

Activity 12: Family Living Centers

Family Living Centers was a program that provided an opportunity for pregnant school-age girls to continue their education. The program offered a standard school curriculum for the girls along with courses in child care, homemaking, and occupational skills.

A total of 236 school administrators and 28 activity personnel responded to the questionnaire on this activity. Included among the activity personnel were 22 teachers.

In accomplishing its major goal, improving self-esteem, this activity had a mean rating of 2.56, as shown in Table 6. In spite of this high rating, the overall rating of this activity was "Acceptable-Fair." In the area of general quality and social consequence the ratings ranged from 2.17 to 2.26, and only nine percent of the administrators ranked this activity in the top three.

Eighty-nine percent of the staff gave top priority to the recommendation that more classroom space be provided, and 42% of the school administrators agreed. Fifty-eight percent of the activity staff gave top priority to the recommendation that more in-service training meetings be provided, whereas only 14% of the school administrators concurred. Sixty-four percent of the staff also indicated that the activity should be publicized more widely, but only 31% of the school administrators agreed with this opinion. Several other recommendations received support from the activity personnel. Providing more individualized instruction was given top priority by 56%, providing more follow-up services was supported by 61%, and 70% agreed that teachers should be more involved in activity evaluation.

These recommendations were reinforced in the supplementary comments. A need for more classroom space, more in-service training, and more money was noted.

Activity 13: E.M.H. Occupational Centers

E.M.H. Occupational Centers were vocational training centers for educable mentally handicapped pupils. They provided a four year program for these pupils between the ages of 15 and 21.

A total of 276 school administrators and three activity personnel, two of whom are teachers, responded to the questionnaire.

Due to the fact that fewer than ten activity personnel responded to the questionnaire for this activity, there were insufficient data to determine the accomplishment of its primary goal, its general quality, social consequences, or efficiency as shown in Table 6. Therefore, no overall evaluation could be made. Only 12% of the administrators ranked this activity in the top three.

Fifty-one percent of the 276 school administrators recommended that more classroom space be provided for this activity. Increased publicity was also supported by 30% of the administrators.

The recommendations made by the school administrators were supported by the supplementary comments given. A need for more classroom space and expansion of the activity were noted.

Activity 14: Basic Occupational and Skill Training Centers

B.O.A.S.T. was an occupational training center for underachieving pupils. A simulated workshop situation was provided for pupils between the ages of 14 and 16 years.

A total of 217 school administrators and 27 activity personnel responded to the questionnaire on this activity. This number includes 10 teachers and seven paraprofessional staff members.

This activity's overall evaluation rating placed it in the category of "Acceptable-Good," with outstanding ratings in the areas of accomplishment of major goals and social consequences, as shown in Table 7. Activity personnel gave this activity a mean rating of 2.80 in accomplishing the major goal of acquiring occupational skills. Even though only 11% of school administrators rated this activity in the top three, the summary rating by the activity staff in the area of social consequences was greater than 2.50 (Table 7). As shown in Table 6, a mean rating of 2.48 in the area of general quality and an efficiency rating of four were also given to this activity.

A majority of the activity personnel agreed with eight recommendations for B.O.A.S.T. The provision of more classroom space was supported by 50% of the school administrators as well as 56% of the activity personnel. More publicity and screening of children before they are allowed to participate should receive top priority in planning according to 74% and 70%, respectively of the activity staff. Other recommendations that received support were the expenditure of more staff time in planning more frequent observation by coordinators during the school year, provision of a more varied in service training program, provision of more specially trained teachers, and the provision of more money for a variety of teaching materials.

No comments were received from the school administrators, but in general the comments provided by the activity staff stress the need for more time to be spent in the planning of this program.

Activity 15: Special Assistance in Reading for 7th and 8th Grade Pupils

Selected reading teachers, assisted by paraprofessionals, were provided to give instruction to 7th and 8th grade pupils on an individual and small-group basis. This intensive instruction attempted to bring the pupils' reading achievement up to grade level.

The respondents on this activity included 12 teachers, out of a total of 18 activity personnel, and 289 administrators.

"Borderline-Acceptable" was the overall evaluation rating for this activity. Its primary objective, as designated by the activity staff, was the "pupil's skill in reading the English language is improved." Fifty-six percent of these respondents thought the activity was moderately successful in reaching this goal; as a result the mean rating was 2.44. The low overall rating was due primarily to the ratings given in the area of success of an activity in having desirable social consequences. All of the ratings in this area were medium to low. Forty percent of the staff felt that the activity was unsuccessful or only slightly successful in maintaining good relations among the school, home and community; consequently the activity had a low mean rating (1.90) in this area. The mean rating for stimulating a high degree of pupil interest was 2.47, and 2.19 was the mean rating for maintaining a high degree of enthusiasm among the activity staff. The rating on general quality was also low (2.33).

Nevertheless, 78% of the activity staff recommended that the activity be extended to other age levels. However, 50% suggested that the staff spend more time planning for the activity. A top priority designation was also given to the recommendation--more specially trained teachers are needed--by 83% of the respondents. More follow-up lessons and services were suggested by 61% of the staff, and a greater variety of teaching materials, by 67%.

The supplementary comments received by the respondents presented a more encouraging picture of this activity. Apparently those who wrote had effective programs in their schools. Both school administrators asked for activity expansion and one indicated that the program in his school was a "great success." The teachers had more specific comments. One suggested a more meaningful in-service training program. A principal would like the program on a full-time basis. Another respondent requested better classroom facilities.

Activity 16: High School Demonstration Programs

Five high schools conducted special programs that provide extra instruction in reading. It was hoped that these reading programs would improve pupil achievement in all subject areas.

Of the 15 activity personnel returning the questionnaire, 13 teachers and two activity coordinators were represented. Questionnaires were also returned by 135 school administrators.

The overall evaluative rating was "Unacceptable." As indicated in Table 7, two areas contributed significantly to this low rating . In addition, the activity received average low ratings in the area of achieving success in having desirable social consequences. The mean ratings were 1.58, 2.00, and 2.07, respectively, in maintaining good relations between the school and community, in stimulating pupil interest, and in stimulating enthusiasm among the activity staff. Further, the rating of general quality was only 1.92. Seventy-seven percent of the respondents felt that the activity was only moderately successful in improving a pupil's skill in reading English, the major goal. The mean rating was 2.08. Only 8% of the school administrators who were familiar with the activity ranked it among the top three in terms of administrator desirability. This program had an efficiency rating of four.

The activity staff put "top priority" on several recommendations. Sixty percent agreed that more classroom space should be provided, that a more varied in-service training program should be provided, that the teachers should be more involved in activity evaluation, and that pupils with similar problems should be placed together. Sixty-seven percent of the staff recommended more individualized pupil instruction and the need for advance information on activity approval. The use of team teaching and the request for more aid from the activity coordinator was suggested by 53% of the respondents. Seventy-three percent of the activity staff felt that the pupils should be screened before being allowed to participate in this activity.

Only a few of the respondents provided supplementary comments. Two teachers stressed the need for advance notice of activity approval. They felt this would allow for increased planning time, better pupil screening, and earlier receipt of teaching materials.

In view of the recommendations and ratings, it would appear that this activity could use considerable revision.

Activity 17: Community Representatives

School-Community Representatives, paraprofessionals indigenous to the area, served the most educationally deprived pupils and their parents. They worked to bring about increased cooperation between the schools and the community.

The 37 activity personnel who returned questionnaires on this activity included 35 School-Community Representatives. Three hundred and sixty school administrators who indicated that they were familiar with the activity also returned questionnaires.

The overall rating for this activity was "Acceptable-Fair." One of the areas rated was the effect of the activity in improving a pupil's attitude toward school, the major pupil centered goal. The mean rating was 2.41. The improvement of relations among the school, home and community, was the one area which received high ratings reflecting desirable social consequences; 66% of the activity staff gave the program a "very successful" rating (the mean rating was 2.63). However, the ratings in the other "social consequences," pupil interest and staff enthusiasm, brought the overall Social Consequences evaluation down to a "0" (see Table 6 and 7). Further, the activity had a very low efficiency rating of two.

The activity staff recommended several activity revisions. Fifty-seven percent gave top priority to the need for increased planning time by the staff. Over half (56%) also requested that more in-service training programs be provided, and 72% suggested that in-service training be more varied.

An increase in publicity was urged by 70% of the respondents. Sixty-eight percent would liked to have seen the activity evaluation improved, and 53% thought that the teachers should have been more involved in evaluation. Another suggestion, checked by 51% was increased help from the activity coordinator. Fifty-four percent of the activity staff felt that advance information regarding activity approval was needed.

More school administrators included supplementary comments on this activity than on any other. Of the 15 comments, all but one were extremely favorable, offering praise for the School Community Representatives. Generally, they seemed to feel that the Representatives helped to bring the school and community closer together. One administrator stated that the coordinators had been a major factor in keeping his inner-city high school "cool" in these tense times. Although the overall evaluation was not exceptional, the administrators apparently appreciated the efforts of the School Community Representatives and others who are responsible for this program.

Activity 18: In-Service On Wheels

Mobile laboratories in language arts, science, art, and audio-visual education provided in-service training. Designated Title I pupils, their parents, and the instructional staff attended these various presentations.

Thirty-eight activity personnel provided recommendations for this activity. All but five of these respondents were classroom teachers. An additional 323 questionnaires were received from school administrators who indicated that they were familiar with the activity.

The activity personnel felt that the activity successfully achieved its primary objective of improving the quality of teaching. A mean rating was high, 2.81. Success on other objectives was also evident. Eighty-four percent of the activity personnel also felt that the program was "very successful" in stimulating or maintaining a high degree of pupil interest. The mean rating in this area was 2.79. A high rating in stimulating enthusiasm among the activity staff also contributed to the high overall evaluation in the area of Social Conseuqences (see Table 7).

Although this activity received high ratings in Accomplishment of Major Goal, General Quality, and Social Consequences, the low ratings it received on Administrator Desirability resulted in its being placed in the "Borderline Acceptable" category. Only four percent of the administrators who were familiar with the activity ranked it among the top three activities they would like to have in their district. Moreover, the efficiency rating of this activity was low (see Table 6).

The activity personnel had several suggestions for activity modification. Generally, the school administrators did not stress any of the recommendations as being necessary for this program. Sixty-one percent of the staff gave top priority to extending the program to children of other age levels. A majority (59% and 67%, respectively) urged that the in-service training program be expanded and that the activity be publicized more widely. Fifty-five percent wanted more follow-up lessons or services, and 54% felt that more money should be provided for a variety of teaching materials. Half of those responding felt that advance information regarding activity approval should be provided.

In previous years the activity staff often complained that they could not use the mobile units effectively, since they could not get adequate coverage for the students remaining in their classroom. In the supplementary remarks received on the questionnaire this year, the teachers did not mention this as a problem. Generally they felt that the mobile teachers were well-trained and conducted good programs that were especially helpful to the classroom teachers. They also remarked that their pupils enjoyed their mobile laboratory experience. Although the teachers provided a very favorable picture of this activity, several principals felt that In-Service On Wheels should be discontinued and questioned its general effectiveness.

Activity 19: Music Experiences

Music Experiences is a program that provided opportunities for pupils to develop an appreciation of music. Pupils attended live concert performances by professional musicians in schools and concert halls. Instrumental music provided instruction for pupils in fourth grade on pre-band instruments and for pupils in fifth grade and above on all orchestral instruments.

A total of 30 activity personnel, 23 of whom were instrumental music teachers, directors, and personnel who were not classroom teachers, and 337 school administrators responded to the questionnaire on this activity.

The overall evaluation rating of this activity places it in the "Borderline-Acceptable" category. Although it received very high ratings in the areas of Accomplishment of Major Goal, General Quality, and Social Consequences, it was given a low priority by administrators. Only two percent of the school administrators placed this activity in the top three desired for their respective districts. (Apparently, the administrators viewed this activity as a frill.) A high mean rating of 2.93 was given by the activity staff in accomplishing the major goal of improving self-esteem. In the areas of General Quality and Social Consequences, the mean rating ranged from 2.59 to 2.80, the highest being the rating for Pupil Interest, as can be seen in Table 6.

Eighty percent or more of the activity personnel gave top priority to the recommendations "more classroom space should be provided for this activity" and "this activity should be publicized more widely." Only 22% of school administrators agreed with the first recommendation and 27% agreed with the second. Activity personnel also pointed up the need for a greater number of specially-trained teachers (63%) and for more time devoted to the activity during the day (55%). The respondents also gave top priority to providing: more follow-up lessons or services (57%), more money for a variety of teaching materials (70%), and advance information regarding activity approval (79%).

The supplementary comments by activity personnel indicated that this activity had been successful and worthwhile. Although school administrators gave this program consistently low ratings, those offering comments favored the activity and urged its expansion to other schools.

Activity 20: Field Experiences

Pupils were provided with educational field experiences, including an orientation tour of Chicago, visitations to cultural institutions, and tours of various industries and businesses.

A total of 13 activity staff responded. Ten of these respondents were classroom teachers, two were activity coordinators, and one was listed in the "other" category. Questionnaires were also returned by 346 school administrators.

The overall evaluation rating of this activity is "Borderline-Acceptable" (see Table 7).

As with the previous activity, a very low percentage (3%) of the administrators familiar with the activity ranked it among the three most desired activities. In other respects Field Experiences had a good profile. A rating of 2.50 reflected the success of the Field Experiences program in the major goal improving a pupil's attitude toward school. The activity received mean ratings of 2.33, 2.46, and 2.09, respectively, in stimulating or maintaining good relations among the home, school, and community, fostering a high degree of pupil interest, and stimulating staff enthusiasm. The rating of the general quality of this activity was 2.46 (moderately successful). Moderate efficiency rating of six was given to this activity.

Only a few recommendations were stressed by the activity staff. Sixty-two percent of the respondents suggested that the program be extended to children of other age levels and that the staff spend more time planning the field experiences. Fifty-four percent of the staff asked for an increase in activity publicity. More follow-up services or lessons were recommended by 62% of the activity personnel. Fifty-four percent of the respondents indicated that the teachers should be more involved in activity evaluation.

The supplementary comments reflected favorably on this activity. The school administrators felt the program was needed and had been beneficial to their students. One respondent indicated that the teachers should have a greater say in field trip planning.

Activity 21: Outdoor Education and Camping

This Title I program allowed pupils in sixth grade and E. M. H. classes to spend five days in an outdoor setting at one of four winterized coeducational camps. Each camping session combined regular instruction with outdoor life experiences.

Thirty-four of the 42 activity personnel who returned questionnaires dealing with this activity were teachers. School administrators who were familiar with the activity returned 319 questionnaires.

As in past years, the respondents gave this program a high rating. The overall evaluation was "Acceptable-Excellent." Fifty-eight percent of the activity staff felt this program was very successful in achieving its primary objective, improving a pupil's concern for other people. (The mean rating was 2.58.) A high mean rating of 2.67 was assigned to the general quality of the activity. This rating on general quality included consideration of activity implementation as well as overall results.

The activity also received high ratings in all areas reflecting desirable social consequences among pupils, activity staff, and community members. Eighty-six percent of the respondents felt the activity was very successful in stimulating a high degree of pupil interest (mean rating: 2.81). The staff also felt that the activity maintained a high degree of enthusiasm among the activity staff (mean rating: 2.73). However, the relatively low percentage (11%) of administrators who ranked this activity among the three most desirable ones may indicate that the activity was viewed by many as a frill.

As one might expect, the staff felt that very few recommendations required top priority action. Both administrators (55%) and activity personnel (60%) felt that the activity should be extended to children of other age levels. Sixty-four percent of the staff also recommended that more money be provided for a variety of teaching materials. Wider publicity was also recommended by 52% of the activity personnel.

All of the supplementary comments reflected the high ratings which this activity received. As noted in Appendix A, the activity staff provided specific suggestions for activity modification. One classroom teacher may have summed up the feelings of many of the respondents by writing, "I have taken part in this activity three years and believe camp does much for these children. I also believe those who are in charge do a super job. Thanks to them!"

Activity 22: Health Services

Health Services provided medical personnel and services to reduce the actual and potential health problems of children.

Fourteen activity staff members returned questionnaires. Ten of these respondents were listed in the "other" category. According to a tabulation of respondents in this category, most of these were teacher-nurses. An additional 355 questionnaires were returned by school administrators.

Health Services was one of the two activities listed as "Unacceptable" in the overall evaluation. As can be seen in Table 7, this activity had "-" evaluations in General Quality and Administrator Desirability. The mean rating of 1.64 in General Quality was the lowest of any of the activities. And only four percent of the administrators placed Health Services among the three most desired ones. Fifty-four percent of the activity personnel felt that the activity was moderately successful in achieving its primary objective--improving a pupil's physical health. A mean rating of 2.31 resulted. Insuficient data (fewer than 10 persons furnishing data) prevents one from looking at the success of this activity in stimulating pupil and staff interest. However, a rating of 2.08 was given to this activity for improving relations among the school, home, and community.

Only two recommendations were listed as top priority considerations. Fifty-eight percent of the activity staff felt that the evaluation of the activity should be improved, and 69% felt that more specailly-trained teachers were needed to implement this program. Although only two of the recommendations listed received a top priority rating from the activity staff, it is probable that the recommendations listed were not especially relevant to this particular activity. Most of the choices were more closely related to activities sponsoring instructional programs and carried out within a classroom setting.

In fact, many of the staff respondents pointed this out in their supplementary comments. Here they strongly urge that a nurse be allowed to confine her activities to one school. Many nurses said that being responsible for several schools prevented them from knowing individual pupils and their families and thereby precluding effective health services. Although the nurses felt rushed and too busy, the school administrators tended to view their efforts in a very positive way. Most of those commenting said that Health Services was an excellent program and should be extended to other schools.

Activity 23: Saturation of Instructional Media

Saturation of Instructional Media was a program in which multi-sensory materials were made accessible to students and teachers. The materials were provided in media centers located in twelve upper grade centers.

A total of nine activity personnel and 231 school administrators responded to the questionnaire. Eight teachers were included among the activity personnel who responded.

Because of insufficient data (less than ten people responding to the questionnaire), only Administrator Desirability could be determined. Five percent of the administrators ranked this activity as being one of the three most desired.

Less than 25% of the school administrators supported any of the recommendations and the comments verify this attitude. However, all nine activity personnel agreed with the recommendation "more money should be provided for a variety of teaching materials for this activity." Extension of the activity to children of other age levels was supported by all but one staff member.

Comments given by activity personnel pointed up the need for the assignment of media director and/or staff to every school for the coordination, selection, and distribution of materials. A need for improved planning and services in this activity was also noted.

Activity 24: Career Development

Career information was provided for fourth to sixth grade pupils by this activity. In order to promote knowledge of realistic educational and occupational opportunities, group guidance activities in the classroom and on career tours were made available.

A total of one activity personnel, a teacher, and 240 school administrators returned questionnaires about this activity.

An overall evaluation rating placed this activity in the category of "Borderline Acceptable." Only 3% of the administrators ranked this activity in the top three. However, because of insufficient data, no ratings were available for accomplishing of major goal, general quality or social consequences. Thus, the overall rating might have been lower had these data been available.

Of the school administrators reporting, 39% agreed that the recommendation for extension of the activity to children of other ages should be considered. Comments offered also supported this suggestion.

Appendix A
Questionnaires and Related Material

3714

QUESTIONNAIRE ON ESEA TITLE I PROGRAMS

For School Administrators

A survey of opinions about Title I needs and about ESEA 1969-70 Title I activities is being carried out by the Chicago Public Schools in cooperation with Educational Testing Service. The results will be used in making decisions about the activities.

Since you helped to administer one or more Title I activities, you know what problems were encountered and how effective the activities were. Please help the ESEA Title I staff to plan programs for the coming school year by completing this questionnaire. Of course, your responses will be treated confidentially and will be reported only in summary form along with the responses of other questionnaire recipients.

Your cooperation in filling out this questionnaire is greatly appreciated. Please return the completed form, in the enclosed envelope as soon as possible to:

Dr. Gary L. Marco
Educational Testing Service
Box 592
Princeton, New Jersey 08540

Do Not Write In This Space

ID in 1-4
"1" in 5

6-7 1. Circle the number that identifies the Chicago school district with which you are associated:

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17

18 19 20 21 22 23 24 25 26 27

PART I

"6" in 8 2. Suppose that you controlled the way Title I money could be spent on "disadvantaged" children and youth in your school district for the next school year. If you could fund programs designed to accomplish only one of the goals listed on the opposite page, which one would you choose? In making this choice assume that equally effective programs could be developed to accomplish any of the goals. Write a "1" in the box to the left of the goal you select.

If you could not fund programs for the goal just chosen, but you could fund programs for one of the remaining goals, which one would you choose? Put a "2" in the box beside this goal.

Now suppose that you could not fund programs for either of the goals just chosen, but that you could fund programs for one of the remaining goals. Which one would you choose? Number this one "3".

Continue in this manner until each of the goals has been numbered. Even if you would like to fund programs for two or more of the goals at the same time, give the goals different numbers--there should be no ties.

When you have finished, the numbers "1" through "10" will have been written in the boxes provided. Your first choice will be numbered "1". Your second choice will be numbered "2", etc. Thus, the number "10" will be opposite the last goal for which you would choose to fund a program.

Do Not Write In This Space		GOAL
9-10	☐	The pupil's skill in using numbers is improved.
11-12	☐	The pupil develops a greater concern for other people, including those belonging to different social, cultural, and ethnic groups.
13-14	☐	The pupil acquires a more positive attitude toward school and learning.
15-16	☐	The pupil's physical health is improved.
17-18	☐	The quality of teaching in schools **serving** disadvantaged children is improved.
19-20	☐	The pupil's self-esteen (sense of personal worth) is improved.
21-22	☐	The child's readiness for school is improved.
23-24	☐	The pupil acquires basic occupation skills.
25-26	☐	The pupil's skill in reading the English language is improved.
27-28	☐	The pupil's ability to understand spoken English or his skill in writing and speaking the English language is improved.

If you feel that any essential goals for which Title I programs are needed have been left out of the above list, or if you have suggestions for specific programs that could accomplish any of the goals, please indicate them here: ____

____

____

____

Do Not Write In This Space

PART II

Skip 29-30

3. What recommendations would you make for each activity? Consider the recommendations listed below for each activity. (For a description of the activities, please refer to the enclosed white information sheet.) If you are unfamiliar with a particular activity or do not feel knowledgeable enough to make any recommendations, check column A and then proceed on to the next activity.

If you are familiar with the activity and you feel that a particular recommendation should be considered in future activity plans, place a check in the column under that recommendation. For example, if you wished to recommend that Activity 1 (Child-Parent Centers) be extended to other age levels, be provided more classroom space, and have more publicity, you would place check marks in columns B, D, and G.

If no check mark appears under a particular recommendation (and column A is not checked), it will be assumed that you do not wish to make this recommendation for the given activity.

		Recommendation							
	Unfamiliar with	Extend to other age levels	Spend more time planning	Provide more classroom space	Reduce class size	Provide more in-service	Provide more publicity	Improve evaluation	Activity
	A	B	C	D	E	F	G	H	
31-38	/	/							1. Child-Parent Centers
39-46									2. Primary Continuous Development
47-54									3. Follow-Through
55-62									4. Intensive Language Development
63-70									5. Mini-Grant Program
71-78 ID in 1-4 "2" in 5									6. Special Assistance in Reading for P_Z through 6th Grade Pupils
6-13									7. Cluster Closed Circuit Television
14-21									8. Rescue
22-29									9. English as a Second Language
30-37									10. Instructional Team Schools

Do Not Write In This Space	Unfamiliar with	Extend to other age levels	Spend more time planning	Provide more classroom space	Reduce class size	Provide more in-service	Provide more publicity	Improve evaluation	Activity
	A	B	C	D	E	F	G	H	
46-53									12. Family Living Centers
54-61									13. E.M.H. Occupational Center
62-69									14. Basic Occupational and Skill Training Center (B.O.A.S.T.)
70-77									15. Special Assistance in Reading for 7th and 8th Grade Pupils
ID in 1-4 "3" in 5									
6-13									16. High School Demonstration Programs
14-21									17. School - Community Identification
22-29									18. In-Service on Wheels
30-37									19. Music Experiences
38-45									20. Field Experiences
46-53									21. Outdoor Education and Camping
54-61									22. Health Services
62-69									23. Saturation of Instructional Media
70-77									24. Career Development
ID in 1-4 "4" in 5									

In the following space, feel free to make any comments that supplement your above responses. If your comments refer to a particular activity, be sure to give the number or name of the activity:

PART III

4. Suppose that you controlled the way Title I money could be spent on "disadvantaged" children and youth in your school district for the next school year, and that the money could be used to refund the activities listed on the opposite page. If you could refund only one of these activities, which one would you choose? Write a "1" in the box to the left of this activity.

If you could not refund the activity just chosen, but you could refund one of the remaining activities, which one would you choose? Put a "2" in the box beside this activity.

Continue in this manner until ten of the activities have been numbered. Even if you would like to refund two or more of the activities at the same time, give them different numbers--there should be no ties.

When you have finished the numbers "1" through "10" will have been written next to ten of the activities listed on the opposite page.

Do Not Write In This Space		ACTIVITY
6-7	☐	1. Child-Parent Centers
8-9	☐	2. Primary Continuous Development
10-11	☐	3. Follow-Through
12-13	☐	4. Intensive Language Development
14-15	☐	5. Mini-Grant Program
16-17	☐	6. Special Assistance in Reading for P_Z through 6th Grade Pupils
18-19	☐	7. Cluster Closed Circuit Television
20-21	☐	8. Rescue
22-23	☐	9. English as a Second Language
24-25	☐	10. Instructional Team Schools
26-27	☐	11. Social Adjustment Services
28-29	☐	12. Family Living Centers
30-31	☐	13. E.M.H. Occupational Center
32-33	☐	14. Basic Occupational and Skill Training Center (B.O.A.S.T.)
34-35	☐	15. Special Assistance in Reading for 7th and 8th Grade Pupils
36-37	☐	16. High School Demonstration Programs
38-39	☐	17. School - Community Identification
40-41	☐	18. In-Service on Wheels
42-43	☐	19. Music Experiences
44-45	☐	20. Field Experiences
46-47	☐	21. Outdoor Education and Camping
48-49	☐	22. Health Services
50-51	☐	23. Saturation of Instructional Media
52-53	☐	24. Career Development

PLEASE CHECK YOUR ABOVE RESPONSES; THE NUMBERS "1" THROUGH "10" SHOULD BE WRITTEN NEXT TO TEN OF THE ACTIVITIES.

Selected ESEA Title I Activities

1. Child-Parent Centers: Children from ages three to eight participate in a pre-school and early childhood education program with particular emphasis on reading readiness and language arts. Parents help teachers in the classroom and also receive instruction in homemaking and consumer education.

2. Primary Continuous Development: Children from kindergarten through Primary 3 in the Primary Continuous Development program are placed in small class groupings with an augmented staff for special help in language arts and reading.

3. Follow-Through: This is a continuation of Head Start in order to sustain the gains made in that earlier program. Parents in each school are part of Policy Advisory Committees which formulate guidelines for their particular program within the regulations set down by the federal and state agencies for Follow-Through.

4. Intensive Language Development: Primary pupils in large elementary schools participate in a highly structured language arts program. A language resource teacher and a resource center are provided for each school in the program.

5. Mini-Grant Program: Parent, community, and school work-study groups or advisory councils assess their local school's needs and devise their own language-oriented primary program. The Mini-Grant programs are available to pre-school, primary, and middle grade pupils, as well as to pupils with special needs.

6. Special Assistance in Reading for P_z through 6th Grade Pupils: Special reading teachers instruct pupils from P_z through 6th grade on an individual or small group basis.

7. Cluster Closed Circuit Television: Participating schools are organized into five clusters by geographic area. Each cluster has its own studio and produces its own televised instructional programs in all areas of the curriculum. Pre- and post-viewing activities and teacher guidelines are provided for all classrooms receiving instruction.

8. Rescue: Potential socially-maladjusted pupils identified by teachers and principals are placed in separate classes and taught by special teachers. Pupils are returned to regular classes as their achievement and adjustment improve.

9. English as a Second Language: Pupils whose first language is not English are provided with language arts instruction in order to help them become bilingual. Spanish resource teachers are provided to act as liasions between the school and the non-English speaking community.

10. Instructional Team Schools: Pupils are instructed by an educational team composed of one team leader, five teachers, two teacher interns, three teacher aides, three parents, and one school community representative. Pupils are grouped and re-grouped depending on content and methods of instruction.

11. Social Adjustment Services: A center offers professional counseling, psychological evaluations, and psychiatric consultation to pupils referred by school staffs. Parents must accompany their children to all individual and group sessions.

12. Family Living Centers: Pregnant school-age girls are given an opportunity to continue their education. Child care, homemaking, and occupational skills are taught in addition to the standard school curriculum.

13. E.M.H. Occupational Center: A vocational training center provides a four-year program for educable mentally handicapped pupils between 15 and 21 years of age.

14. Basic Occupational and Skill Training Center (B.O.A.S.T.): Underachieving, over-age pupils, 14 to 16 years old, are given occupational training in a simulated workshop situation.

15. Special Assistance in Reading for 7th and 8th Grade Pupils: Reading teachers are provided to give instruction to 7th and 8th grade pupils on an individual and small-group basis.

16. High School Demonstration Programs: Five high schools conduct special programs in which extra instruction in reading is given to improve achievement in all subject areas.

17. School - Community Identification: School-community representatives, parent coordinators, and human relation coordinators serve pupils in Title I schools and districts from pre-kindergarten through high school.

18. In-Service on Wheels: Mobile laboratories in language arts, science, art, and audio-visual education provide in-service training to classroom teachers and direct instruction to identified pupils.

19. Music Experiences: Music Appreciation provides opportunities for pupils to attend live concert performances by professional musicians in schools and concert halls. Instrumental Music provides instruction for pupils in 4th grade on pre-band instruments and for pupils in 5th grade and above on all orchestral instruments.

20. Field Experiences: Pupils are provided with educational field experiences, including an orientation tour of Chicago, visitations to cultural institutions, and tours of various industries and businesses.

21. Outdoor Education and Camping: Pupils in 6th grade and E.M.H. programs spend 5 days in an outdoor setting at one of four winterized coeducational camps.

22. Health Services: Medical personnel and services are provided to reduce actual and potential health problems of children.

23. Saturation of Instructional Media: Media centers are provided in 12 upper grade centers to make multi-sensory materials accessible to students and teachers.

24. Career Development: Fourth to sixth grade pupils receive career information and group guidance activities in the classroom and on career tours in order to promote knowledge of realistic educational and occupational opportunities.

2211

QUESTIONNAIRE ON ESEA TITLE I PROGRAMS

For Activity Personnel

A survey of opinions about Title I needs and about ESEA 1969-70 Title I activities is being carried out by the Chicago Public Schools in cooperation with Educational Testing Service. The results will be used in making decisions about the activities.

Since you participated in at least one or more activity, you know what problems were encountered and how effective the activity was. Please help the ESEA Title I staff to plan programs for the coming school year by completing this questionnaire. Of course, your responses will be treated confidentially and will be reported only in summary form along with the responses of other questionnaire recipients.

Your cooperation in filling out this questionnaire is greatly appreciated. Please return the completed form, in the enclosed envelope as soon as possible to:

Dr. Gary L. Marco
Educational Testing Service
Box 592
Princeton, New Jersey 08540

Do Not Write
In This Space

ID in 1-4
"1" in 5

6-7 1. Circle the number that identifies the Chicago school district with which you are associated:

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17
18 19 20 21 22 23 24 25 26 27

8 2. Circle the number next to the label that best describes your present position:

1 Classroom Teacher
2 Activity Coordinator
3 School-Community Representative
4 Teacher Aide or other Para-professional
5 Other (please specify): ______________________________
____

PART I

3. Suppose that you controlled the way Title I money could be spent on "disadvantaged" children and youth in your school district for the next school year. If you could fund programs designed to accomplish only one of the goals listed on the opposite page, which one would you choose? In making this choice assume that equally effective programs could be developed to accomplish any of the goals. Write a "1" in the box to the left of the goal you select.

If you could not fund programs for the goal just chosen, but you could fund programs for one of the remaining goals, which one would you choose? Put a "2" in the box beside this goal.

Now suppose that you could not fund programs for either of the goals just chosen, but that you could fund programs for one of the remaining goals. Which one would you choose? Number this one "3."

Continue in this manner until each of the goals has been numbered. Even if you would like to fund programs for two or more of the goals at the same time, give the goals different numbers--there should be no ties.

When you have finished, the numbers "1" through "10" will have been written in the boxes provided. Your first choice will be numbered "1." Your second choice will be numbered "2," etc. Thus, the number "10" will be opposite the last goal for which you would choose to fund a program.

Do Not Write In This Space

9-10 ☐ The pupil's skill in using numbers is improved.

11-12 ☐ The pupil develops a greater concern for other people, including those belonging to different social, cultural, and ethnic groups.

13-14 ☐ The pupil acquires a more positive attitude toward school and learning.

15-16 ☐ The pupil's physical health is improved.

17-18 ☐ The quality of teaching in schools serving disadvantaged children is improved.

19-20 ☐ The pupil's self-esteen (sense of personal worth) is improved.

21-22 ☐ The child's readiness for school is improved.

23-24 ☐ The pupil acquires basic occupational skills.

25-26 ☐ The pupil's skill in reading the English language is improved.

27-28 ☐ The pupil's ability to understand spoken English or his skill in writing and speaking the English language is improved.

If you feel that any essential goals for which Title I programs are needed have been left out of the above list, or if you have suggestions for specific programs that could accomplish any of the goals, please indicate them here: ______________________________

____

____

____

Do Not Write In This Space

PART II

4. On the enclosed white information sheet are listed many, but not all, of the 1969-70 Title I activities. Pick the one program on the list that you know most about and circle the number below that identifies the program on the information sheet.

29-30 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17
18 19 20 21 22 23 24

NOW ANSWER THE FOLLOWING QUESTIONS WHICH REFER TO THE PROGRAM YOU INDICATED ABOVE.

5. What recommendations would you make for this activity? Read each statement below and circle:

"0" if the recommendation does not apply to the activity;

"1" if you agree with the recommendation, but the recommendation is not of major importance and can be given low priority in activity planning;

"2" if you agree with the recommendation and the recommendation should be given top priority in activity planning.

					RECOMMENDATION
31	0	1	2	A.	This activity should be extended to children of other age levels.
32	0	1	2	B.	More time should be spent by the staff in planning the activity program.
33	0	1	2	C.	More classroom space should be provided.
34	0	1	2	D.	The class size for this activity should be reduced.
35	0	1	2	E.	More in-service training meetings should be provided by this activity.
36	0	1	2	F.	This activity should be publicized more widely.
37	0	1	2	G.	The evaluation for this activity should be improved.
38	0	1	2	H.	This activity should be offered to pupils at a different time during the day.

Do Not Write In This Space

39 0 1 2 I. Children should be carefully screened before they are allowed to participate in this activity.

40 0 1 2 J. More time should be devoted to this activity during the school day.

41 0 1 2 K. The activity coordinator ought to observe this activity more frequently during the school year.

42 0 1 2 L. A more varied in-service training program should be provided for activity personnel.

43 0 1 2 M. Team teaching should be used in this activity.

44 0 1 2 N. The instruction for this activity should be more individualized.

45 0 1 2 O. Pupils should be placed with pupils having similar problems or difficulties for instructional purposes.

46 0 1 2 P. A greater number of specially training teachers are needed to teach in this activity.

47 0 1 2 Q. Additional teacher-aides should be provided for this activity.

48 0 1 2 R. More follow-up lessons or services should be provided to pupils by this activity.

49 0 1 2 S. Teachers should be more involved in the evaluation of this activity.

50 0 1 2 T. The activity coordinator should provide more help and guidance to the activity staff.

51 0 1 2 U. More money should be provided for a variety of teaching materials for this activity.

52 0 1 2 V. Advance information regarding the approval of this activity should be provided.

In the space below, feel free to make any general comments about this activity that supplement your above responses:

PART III

Do Not Write In This Space

NOTE: THE FOLLOWING QUESTIONS ALSO REFER TO THE ACTIVITY YOU IDENTIFIED IN QUESTION #4.

6. From the objectives listed below, select the one or two objectives that were the activity's major objectives. Then circle the numbers that indicate how successful the activity has been during the past year in accomplishing the objectives. Remember to choose no more than two of the objectives listed below.

The numbers to the left of each question refer to the following:

1 - Unsuccessful or only slightly successful
2 - Moderately successful
3 - Very successful

HOW SUCCESSFUL WAS THE ACTIVITY:

53 1 2 3 A. In improving a pupil's skill in using numbers?

54 1 2 3 B. In improving a pupil's concern for other people, including those belonging to different social, cultural, and ethnic groups?

55 1 2 3 C. In improving a pupil's attitude toward school?

56 1 2 3 D. In improving a pupil's physical health?

57 1 2 3 E. In improving the quality of teaching?

58 1 2 3 F. In improving a pupil's self-esteem (sense of personal worth)?

59 1 2 3 G. In improving a child's readiness for school?

60 1 2 3 H. In helping a pupil acquire basic occupational skills?

61 1 2 3 I. In improving a pupil's skill in reading the English language?

62 1 2 3 J. In improving a pupil's ability to understand spoken English or his skill in writing and speaking the English language?

PLEASE CHECK YOUR ABOVE RESPONSES; YOU SHOULD HAVE CIRCLED NUMBERS FOR NO MORE THAN TWO OBJECTIVES.

Do Not Write In This Space

7. For each objective listed below circle the number that indicates how successful the activity has been during the past year in accomplishing the objective. Note: If the activity had little or nothing to do with accomplishing a particular objective, you should circle "0".

The numbers to the left of each question refer to the following:

0 - Unrelated
1 - Unsuccessful or only slightly successful
2 - Moderately successful
3 - Very successful

HOW SUCCESSFUL WAS THE ACTIVITY:

63 0 1 2 3 A. In stimulating or maintaining good relations among the school, home and community?

64 0 1 2 3 B. In stimulating or maintaining a high degree of pupil interest?

65 0 1 2 3 C. In stimulating or maintaining a high degree of enthusiasm among the activity staff?

66 0 1 2 3 D. In general (take into consideration how well the activity was implemented as well as the overall results of the activity)?

0703

QUESTIONNAIRE ON ESEA TITLE I PROGRAMS

For Community Members

A survey of the needs of "disadvantaged" children is being carried out by the Chicago Public Schools in cooperation with Educational Testing Service. The results will be used in establishing priorities for Title I programs.

As a community member, you are in a position to know which needs are not being fulfilled by regular school programs and what the goals of Title I programs should be in planning Title I programs for the coming school year. Please make your views known by completing this questionnaire. Of course, your responses will be treated confidentially and will be reported only in summary form along with the responses of other questionnaire recipients.

Your cooperation in filling out this questionnaire is greatly appreciated. Please return the completed form in the enclosed envelope as soon as possible to:

Dr. Gary L. Marco
Educational Testing Service
Box 592
Princeton, New Jersey 08540

Do Not Write
In This Space

ID in 1-4
"1" in 5

6-7

1. Circle the number that identifies the one school district with which you are most closely associated:

01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16

17 18 19 20 21 22 23 24 25 26 27

If you do not know the number of your school district, write in the name of the school in your neighborhood: ________________

____

"7" in 8

2. Assume that equally effective programs could be developed to accomplish any of the goals listed on the following page. If a program could be funded for only one of the goals, which one would you want? Write a "1" in the box to the left of this goal.

If programs could not be funded for the goal just chosen, but could be funded for one of the remaining goals, which goal would you choose? Put a "2" in the box beside this goal.

Now suppose that programs could not be funded for either of the goals just chosen, but could be funded for one of the remaining goals. Which goal would you choose? Number this one "3."

Continue in this manner until each of the goals has been numbered. Even if you would like to have programs for two or more of the goals at the same time, give the goals different numbers--there should be no ties.

When you have finished, the numbers "1" through "10" will have been written in the boxes provided. Your first choice will be numbered "1". Your second choice will be numbered "2", etc. The number "10" will be opposite the last goal for which programs would be funded.

Do Not Write In This Space		GOAL
9-10	☐	The pupil's skill in using numbers is improved.
11-12	☐	The pupil develops a greater concern for other people, including those belonging to different social, cultural, and ethnic groups.
13-14	☐	The pupil acquires a more positive attitude toward school and learning.
15-16	☐	The pupil's physical health is improved.
17-18	☐	The quality of teaching in schools serving disadvantaged children is improved.
19-20	☐	The pupil's self-esteem (sense of personal worth) is improved.
21-22	☐	The child's readiness for school is improved.
23-24	☐	The pupil acquires basic occupational skills.
25-26	☐	The pupil's skill in reading the English language is improved.
27-28	☐	The pupil's ability to understand spoken English or his skill in writing and speaking the English language is improved.

If you feel that any essential goals for which Title I programs are needed have been left out of the above list or if you have suggestions for specific programs that could accomplish any of the goals, please indicate them here:____

____

____

____

____

A-24

BOARD OF EDUCATION
CITY OF CHICAGO
228 NORTH LASALLE STREET
CHICAGO, ILLINOIS 60601
TELEPHONE 641-4141
JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS

DEPARTMENT OF
GOVERNMENT FUNDED PROGRAMS
ARTHUR R. LEHNE
ASSISTANT SUPERINTENDENT OF SCHOOLS

May 20, 1970

Dr. Gary L. Marco
Educational Testing Service
Princeton, N.J. 08540

Dear Gary:

The following information should provide you with the requested data on the distribution of the opinion survey questionnaire for use in your report.

Attached is a list of the total number of Activity Questionnaires distributed by program and the distribution of the three questionnaires by district.

In addition to the District totals each Area received the following forms for distribution.

Area - A Administrator Form - Ten (10) copies for distribution to Area Administrative staff. Nine (9) copies for distribution to ESEA Districts in Area, one per district.

Community Members Form 120 copies for distribution to community members and/or area, district, and school advisory committees.

Area - B Administrator Form - Ten (10) copies for distribution to Area Administrative staff. Eight (8) copies for distribution to ESEA Districts in Area, one per district.

Community Members Form - 200 copies for distribution to community members and/or area, district, and school advisory committees.

Area - C Administrator Form - Ten (10) copies for distribution to Area Administrative staff. Eight (8) copies for distribution to ESEA Districts in Area, one per district.

Community Members Form - 80 copies for distribution to community members and/or area, district, and school advisory committees.

Let me know if you desire a more detailed breakdown of the distribution.

Sincerely, Fred

Fred Schuster
Director of Evaluation

A-25

BOARD OF EDUCATION
CITY OF CHICAGO
JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS

AREA B OFFICE
RICHARD EDWARDS ELEMENTARY SCHOOL
4815 SOUTH KARLOV AVENUE
CHICAGO, ILLINOIS 60632

JULIEN D. DRAYTON
AREA ASSOCIATE SUPERINTENDENT

TELEPHONE CL 4-5933

May 8, 1970

Dear Principal:

A survey of opinions about Title I needs and about ESEA 1969-70 Title I activities is being carried out by the Chicago Public Schools in cooperation with Educational Testing Service. The results will be used in making decisions about our current programs and future program development.

Please distribute the enclosed survey questionnaire as indicated on the attached schedule and encourage their completion. Responses will be treated confidentially and will be reported only in summary form along with the responses of other questionaire recipients.

The completed form should be returned within five (5) days directly to:

Dr. Gary L. Marco
Educational Testing Service
Box 592
Princeton, New Jersey 08540

An enclosed envelope has been provided for your convenience. Your cooperation in assisting us with this survey is greatly appreciated.

Sincerely yours,

Julien D. Drayton
JULIEN D. DRAYTON

A-26

BOARD OF EDUCATION
CITY OF CHICAGO
JAMES F. REDMOND
GENERAL SUPERINTENDENT OF SCHOOLS

AREA B OFFICE
RICHARD EDWARDS ELEMENTARY SCHOOL
4815 SOUTH KARLOV AVENUE
CHICAGO, ILLINOIS 60632

JULIEN D. DRAYTON
AREA ASSOCIATE SUPERINTENDENT

TELEPHONE CL 4-5933

May 8, 1970

Dear Council Member:

A survey of opinions about Title I needs and about ESEA 1969-70 Title I activities is being carried out by the Chicago Public Schools in cooperation with Educational Testing Service. The results will be used in making decisions about our current programs and future program development.

Please distribute the enclosed survey questionnaire as indicated on the attached schedule and encourage their completion. Responses will be treated confidentially and will be reported only in summary form along with the responses of other questionnaire recipients.

The completed form should be returned within five (5) days directly to:

Dr. Gary L. Marco
Educational Testing Service
Box 592
Princeton, New Jersey 08540

An enclosed envelope has been provided for your convenience. Your cooperation in assisting us with this survey is greatly appreciated.

Sincerely yours,

Julien D Drayton
JULIEN D. DRAYTON

School Distribution Pattern for the Survey Questionnaires

Dear Principal:

A survey of opinions about Title I needs and about ESEA 1969-70 Title I activities is being carried out by the Chicago Public Schools in cooperation with Educational Testing Service. The results will be used in making decisions about our current programs and future program development.

Please distribute the enclosed survey questionnaire as indicated on the attached schedule and encourage their completion. Responses will be treated confidentially and will be reported only in summary form along with the responses of other questionnaire recipients.

The completed form should be returned within five (5) days directly to:

Dr. Gary L. Marco
Educational Testing Service
Box 592
Princeton, New Jersey 08540

An enclosed envelope has been provided for your convenience. Your cooperation in assisting us with this survey is greatly appreciated.

School Distribution Pattern for the Survey Questionnaires

School ______________________________

Administrator Form (Green): ____________ copies for distribution to school principal and his Administrative staff.

Community Members Form (White): ____________ copies for distribution to community members most intimately associated with Title I program.

Activity Personnel Form (Pink): ____________ total copies __________

Distribute ________ copies to staff participating in Activity number ____

Distribute ________ copies to staff participating in Activity number ____

Additional Activities	copies	program number
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Activity numbers refer to enclosed white information sheet which lists all Title I Activities which we are surveying.

Use the enclosed envelope to return all completed forms to Educational Testing Service.

Appendix B

A Summary of Comments

Appendix B

A Summary of Comments

Three types of questionnaires on ESEA Title I programs were distributed--one version for community members, one for school administrators, and one for activity personnel. Following Part I, the rank ordering of ten goals, respondents were given the opportunity to comment; they were asked to add any essential goals for which Title I programs are needed or to suggest specific programs that could accomplish any of the goals. These comments and suggestions fell into four categories: (a) the repetition of goals already listed, (b) requests for the expansion of current activities, courses and services, (c) suggestions of additional goals, and (d) recommendations for new activities, courses, and services. Since many respondents gave like comments, a tabulation of remarks is provided rather than a verbatim listing of each suggestion.

Under "B--Current Activities, Courses, and Services Requested," it should be noted that many respondents suggested activities similar to ones that are currently part of the ESEA programs, neglecting however to refer to specific activities by name. In such instances, respondents may have been urging the expansion of specific activities, or they may have been requesting the development of new activities having similar goals and objectives. Since these intentions were not clear, the listing provided does not always refer to specific activities.

School administrators and activity personnel also responded to Part II of the questionnaire, providing recommendations on specific activities. Space for supplementary remarks was available. These comments are listed *verbatim* by activity and by type of respondent. The district number is also provided.

This summary of comments pertains to subjective remarks only. Analysis of objective responses will be provided in another report.

-Part I-

Suggested Goals and Programs

	Community Members	School Administrators	Activity Personnel
A. Repetition of Goals listed:			
1. The pupil's skill in using numbers is improved.	3		
2. The pupil develops a greater concern for other people, including those belonging to different social, cultural, and ethnic groups.	2	1	1
3. The pupil acquires a more positive attitude toward school and learning.	3	1	2
4. The pupil's physical health is improved.		4	2
5. The quality of teaching in schools serving disadvantaged children is improved.	4	3	12
6. The pupil's self-esteem (sense of personal worth) is improved.	2		5
7. The child's readiness for school is improved.	3	1	
8. The pupil acquires basic occupational skills.	2		
9. The pupil's skill in reading the English language is improved.	7	2	2
10. The pupil's ability to understand spoken English or his skill in writing and speaking the English language is improved.	3	2	2
B. Current Activities, Courses, and Services Requested:			
1. School-Community Representatives	3		
2. Instrumental Music Instruction	5	4	8
3. Rescue Classes	2		2

B-5

		Community Members	School Administrators	Activity Personnel
4.	Extension of Model Cities Program	1		
5.	Counselors and Counseling Programs	4	1	5
6.	Program for Emotionally Disturbed Pupils	2	5	3
7.	Child-Parent Centers	2	2	1
8.	Head Start	4	2	1
9.	Program in Bilingual Education	4	1	4
10.	Teacher Aides	2	4	4
11.	Special Assistance in Reading	4		6
12.	Health Services	4		
13.	Career Development	1	1	
14.	Saturation of Instructional Media	1		1
15.	Individualized Instruction	1		2
16.	Instructional Team Schools	1		
17.	Follow-Through	1		
18.	Outdoor Education and Camping	1		1
19.	Mini-grant Program	2	1	
20.	Field Trips	1	1	2
21.	Primary Continuous Development	1		1
22.	Vocational Training Courses	1	3	5
23.	Closed Circuit Television and Other Television			2
24.	Team Teaching			1
25.	Language Arts Mobile			2

B-6

	Community Members	School Administrators	Activity Personnel
26. In-service for Teachers		4	6
27. Classes for Socially Maladjusted		1	1
28. Special Class for Slow Learners	1		1
29. Home-visitor Program	2		
C. Additional Goals Suggested:			
1. The pupil increases his ability to understand science.	1		2
2. The pupil's skill in spelling is improved.	1		1
3. School-community relations are improved.	1	8	7
4. Parent participation and involvement is increased.	6	6	16
5. The pupil's economic environment is improved.	1		
6. Class size is reduced.	2	10	10
7. Pupils develop typing and other office skills.	1		1
8. The pupil acquires a clearer understanding of emotionally disturbing stimuli in his community.		1	3
9. Pupils develop the ability to work independently.	1	1	3
10. The pupil acquires skills in critical thinking.		1	3
11. The pupil acquires skills in the meaningful use of leisure time.		1	
12. The pupil develops the ability to play a musical instrument.			1
13. The pupil's perceptual awareness and sensitivity is increased.			1
14. The pupil develops an appreciation and understanding of his own ethnic culture.			1

	Community Members	School Administrators	Activity Personnel
D. New Activities, Courses, and Services Recommended:			
1. Human Relations Courses for Administration and Faculty	6	3	1
2. Human Relations Courses for Parents and Students	3		
3. Course Relating School to Community Life	1		1
4. Dropout Prevention Programs	5	2	
5. Communications Course for Teachers and Administrators	1	2	1
6. Child Care Centers	1		
7. Education Courses for Parents	8	3	3
8. Tutorial Program	4	1	2
9. Joint Parent-Teacher Programs	7	1	6
10. Computer Assisted Instruction	1		
11. Pupil Exchange Program	1		
12. Employment of Students by School	2		2
13. Cultural Arts Activities	1		5
14. Black Studies for Teachers and Pupils	1		5
15. Drug Education Course	2		
16. Free Hot Lunch Program	2	1	1
17. Sanitation Projects in Community	2	1	
18. Fire Protection Program	1		
19. Provision of Recreational Facilities	4	1	
20. Classes for Boys Only	1		
21. Home Economic Courses	1	1	3

B-8

	Community Members	School Administrators	Activity Personnel
22. Art Courses	1	2	2
23. Clerical Help for Teachers		1	
24. Social Workers		1	2
25. Charm School	1		
26. Planning Time for Activity Teachers			2
27. Testing Programs			3
28. Program for Non-English Speaking Family Unit			1
29. Program for Perceptually Handicapped			3
30. New Curriculum Guides			2
31. Provision of Adequate Physical Space			3
32. Social Studies Course			2
33. Science Course			2
34. Foreign Language Course			1
35. Drama Course			2
36. Instruction in Native Language			1
37. Arithmetic Laboratory			1
38. Special Class Projects			1
39. Course to Help Foreign-born Pupils Adjust to U.S.			1
40. Health-Personality Course			2
41. Program of Reading Instruction for Secondary School English Teachers		1	
42. Cybernetics Training for Teachers			1

-Part II-

Recommendations by Activity

Activity 1. CHILD-PARENT CENTERS

School Administrators:

1. Should develop them in many other areas of city. (07)
2. I feel that if child parent centers were made available to all children age 3 to 8 many of the other programs would not be needed. (08)
3. Activity 1 should be expanded to provide help for a greater number of pupils. (25)
4. . . . I believe that the activity is very good and should be expanded at that age level (as Child-Parent Centers). . . . (26)

Activity Personnel:

1. Centers are generally limited to 1 mobile per age level. This should be changed to at least 2 per age level so that "transfers" can be made. Should be divided into 2 groups, Primary and PrePrimary, one teacher to retain children through Kgn., and a second teacher to take them thru 3rd grade, as these 2 areas of education should require different training. (Classroom Teacher-08)
2. There should be more extensive training for teacher aides. And the aides should receive credit (college) for the in-service and classroom experience. (Classroom Teacher-01)
3. The Board should give their rightful share to support this program, and stop fooling around with the budget. More important, we should be allowed to be much more experimental. As it is, we are small traditional school. Nothing innovative is encouraged. There is entirely too much emphasis on reading (especially early reading) as the only criterion of the program. Nonsense! (Classroom Teacher-08)

*4. We should work more closer together with greater cooperation and more discussions and realistic evaluations. (Classroom Teacher-08)

*5. More qualified and ethnically sensitive principals should be chosen. Their emphasis and inservice training should be on Human Relation, Understanding in preprimary and primary skills. (Classroom Teacher-08)

Activity 2. PRIMARY CONTINUOUS DEVELOPMENT

School Administrators:

1. The primary continuous development program should be examined again and then explained to the teachers as they are ones who are responsible for its success or (as I see it) failure. It is a brillant idea. Also more classroom space is needed for its success. (23)

2. Activity 2 should be expanded to provide help for a greater number of pupils. (25)

3. These are excellent programs that we have in our school. The reading ability of the children involved has increased immensely. These children also have developed initiative and creatively performed over last year. (23)

Activity Personnel:

1. In most of the situations which I have observed, Primary Continuous Development is not operated properly. There are large class groupings, and the children are grouped according to grade levels (grades 1, 2, and 3) and not according to ability. (Team Leader, Team Leader Program (ESEA) - 13)

2. Not enough team teaching and coordinated goals for all levels of instruction. (Classroom Teacher - 09)

3. If recommendation D would be improved, the program itself would be improved. (Classroom Teacher - 21)

4. Our continuous development program does not follow the plan as it is set down in the original paper! (Classroom Teacher - 21)

5. If children are not ready for first grade, I feel that they should be stopped at the first grade level; the old 1C was good for preparing children for regular first grade work. (Classroom Teacher - 11)

6. I do not agree with all of the recommendations. Why isn't three "3" if you do not agree . . ., then circle "3". (Classroom Teacher-09)

7. Total # of pupils enrolled should not be substituted when various members of class transfer, etc. The teacher would thereby have more time to devote to individualized instruction with smaller class sizes. (Classroom Teacher - 23)

8. The program was not allotted sufficient funds to conduct the program in the recommended manner. The lack of classroom space severly hampered the teacher in planning for necessary activities. The decision of where to go on trips should be left to the discretion of the teacher. (Classroom Teacher - 13)

9. All programs should provide teachers who are involved with specific dynamic skills for accomplishing the goals (which are all too vague) set forth in each program. (Classroom Teacher - 19)

10. (I am a PI teacher) It is amazing what a small class-room can do for slow learners. They have learned a lot. They have improved their behavior and their self-esteem. If one day all the classrooms contain only 20 students our education would be improved to a great degree. Please continue with the program of small classrooms. (Classroom Teacher -09)

11. Primary Continuous Development is an abyssmal failure. Children begin behind and remain behind. 3rd Grade failure serves no purpose but to make a more alert slow-learner painfully aware of his failure. Parents of even high-school education, a minority at best, are unable to comprehend the difficult report cards and unless there are numerous intensive teacher-parent conferences are unaware of the lack of progress in his child. (Classroom Teacher - 09)

12. The organization of the program began in late October. The ordering of needed supplies was in December. Most supplies never reached their original destination yet!! This program should be organized in September. (Classroom Teacher - 10)

13. I should prefer the provision for glasses and or vision treatment and morning nourishment to the provision of money for more materials and activities. (Classroom Teacher - 11)

14. There is too much flexibility, by unconcerned persons. Who have authority, for teachers to work effectively in the program for the betterment of pupils involved. (Classroom Teacher-23)

15. This activity could be greatly improved if there were better materials, and if before materials were ordered teachers could have a "brain-storming" session on the most valuable materials and WHY. (ESEA Reading Teacher----)

16. The smaller class size should be extended to include the kindergarten. (Classroom Teacher----)

17. (1) all teachers in this program in our school were F.T.B. and knew nothing about the program, the children's problems, or how to help the children (2) the co-ordinator rarely came, and never helped (3) the principal spent badly needed ESEA funds intended for this program on kindergarten materials (4) two reduced classes had to share the same room all year, thus defeating the entire purpose. (Classroom Teacher - 13)

18. Better system for ordering and distributing supplies. More long term planning for trips. Adequate planning wasn't possible for the classroom teacher with only a 3 day notice. (Classroom Teacher - 10)

19. I only have one question in relation to definition of Cont. Dev. whereby the phrase "Augmented Staff" was used. Further explanation of this term is needed. (Classroom Teacher - 20)

*20. Continuous development is not being implemented in the two schools I have taught in. It is in name only. This is due to insufficient teacher training and no supervision. Teachers wo come in new every year are not given the in-service which was apparently offered at the start of the program. Even the older teachers still refer to grade levels and threaten children with not passing. (Classroom Teacher-09)

*21. Money was provided. Requisition was submitted. Items ordered were not received. ("?") (Classroom Teacher-10)

Activity 3. FOLLOW-THROUGH

School Administrators:

No comments received.

Activity Personnel:

1. As I see it, this program is probably the best the Chicago Board of Education and Federal Government have to offer. (Classroom Teacher-09)

2. The continuous development program with large classes does not provide for different childrens' (their intellectual, EMOTIONAL) stability. I feel and it has been my experience that the transciency in community and staff of schools--it's too much for children to be constantly moving at that period in education--they as well as the teacher need a "PERIOD OF ADJUSTMENT!" (Classroom Teacher-09)

3. Our follow through program at Ogden is excellent!! Would that every child in the city could benefit from the low pupil-teacher ratio, the individualized instruction, the constant evaluation of their work etc. (Classroom Teacher-07)

4. Follow-through is very good, but we lack storage space for our materials. We are in a mobile unit and have been robbed of a new radio. We would like to have a room in which our equipment would be safe. (Classroom Teacher-07)

5. I would like to have more equipment, such as tape recorder, record player, films, etc. (Classroom Teacher-09)

6. I think teacher aides can be used for other purposes than they are. I don't think teachers use the aides as wisely as they should. They can be more helpful than they are. (Teacher Aide-23)

Activity 4. INTENSIVE LANGUAGE DEVELOPMENT

School Administrators:

1. I feel that this is the most effective activity for our school. It has proven to be successful in reaching the parents getting them to participate in the program. (09)

Activity Personnel:

1. Since this program is to be highly structured, the Language Resource Teacher should be better informed initially, and structured activities and supervision should be consistently provided by the central office. Evaluation procedures should be reviewed. (Language Resource Teacher-06)

2. I feel that when any new program is to be instituted the schools participating should be open a few days in advance of the regular "back to school" date, to inform the teachers what is involved, what is expected of them and inspect the new materials to be used. No program should be started unless the materials to teach it are available for use right from the start. This idea should be for everyone-not just new programs. One day is not enough time to set up a classroom, orientation meetings, committee meetings and pupil enrollment. It's no wonder children are given busy work while a teacher dusts out cabinets, puts up curtains and bulletin boards and takes care of record work because this, too, must be done. Chicago should follow suburban schools more organized ways of getting the job done. (Classroom Teacher-06)

3. I was pleased with the development and progress of students in this activity; also how capable they became in taking tests. (Classroom Teacher-07)

4. Teacher-aides and teachers should meet before the programs begin so both will know their duties. The teacher-aides duties should be given to each teacher in writing. (Classroom Teacher-08)

Activity 5. MINI-GRANT PROGRAM

School Administrators:

1. Drop this program. (23)

Activity Personnel:

1. The particular aspect of the mini-grant program I'm concerned about is the use of the money in the Reading Lab. This has been most beneficial to the students of the school. However, 200 is too many, and the programing of the students selected must be handled differently. (-------25)
2. This activity needs more planning and additional creative teaching materials. Also, the materials and program should be completely set up when the school year begins so the children receive full benefit from the program. (Teacher Aide--08)
3. This activity has provided the skills that Kindergarten children need for reading. They are now able to sound out words, say them fast--and read them. The best code-cracking program, for reading, I have ever seen. The feed-back is immediate. (Classroom Teacher-18)
4. The black studies workshop was not re-funded for summer 1970 even though it has proven successful. This represents educational repression of bona-fide motivational programs; there is no counterpart for this program in the entire city. (Activity Coordinator-10)
5. Fewer stipulations should be made regarding the specific ways in which money should be spent. For example, we spent more money on tests than we needed to and less money on books that we needed because the program determined that we must. Stipulations on the number of pupils exceeded what could successfully be handled by the number of teachers stipulated. (Classroom Teacher-25)

Activity 6. SPECIAL ASSISTANCE IN READING FOR P_Z THROUGH 6th GRADE PUPILS

School Administrators:

1. Needed in more ESEA schools. (10)
2. Needed in more ESEA schools. (10)
3. I believe these programs should be expanded throughout the city. (03)
4. Expand 6. (09)
5. Could use smaller size classrooms but with complete facilities. (07)
6. There should be more teachers - more equipment so more children could receive this assistance. In-service could be given by these teachers to other teachers on a regular basis (1 hour a day).(23)
7. Program 6 has indicated great success in our school. Program should be expanded. (09)
8. Need space. (13)
9. These are excellent programs that we have in our school. The reading ability of the children involved has increased immensely. These children also have developed initiative and creatively performed over last year. (23)

Activity Personnel:

1. At John Milton Gregory School, 3715 W. Polk St. 60624, Mr. Thodis Leonard, has taken the initiative to improve this program through quality and competent teaching and direction. This was never been done before at this school. His directions are diverse, creative, and unique. Others can imitate but not compare. He is the Greatest. You should consult him for aid. (Classroom Teacher - 8)
2. The program should be extended to offer services to more children. (Special Assistance-Reading, Pz-6 - 21)
3. I was severely handicapped by the lack of regular meeting space or classroom. I met students wherever we could find room including hallways and lunchrooms. I was somewhat hindered in ordering teaching materials. Materials I wished to use were available, but I was unable to purchase them since they were not on the approved lists. (They were on other lists.) (Special Reading Teacher - 19)
4. Unfortunately, too little, too late and too seldom are any of the above recommendations followed. When the "local" authorities have the option they do not use the monies and/or personnel as outlined. Rather they bastardize the program until all that is left is a paper sham of the funded program. (Special Assistance, Reading - 13)

5. Children with social or emotional difficulties, who also have difficulty in reading, should not be pressured into attending after school reading programs. These children are not responsive to the program and in many cases interfere with the learning process of others. (Classroom Teacher - 20)

6. Money should be made available so that we can order supplies before the school year begins. (Classroom Teacher - 8)

7. We have so many pupils that need this special training. I wish that the Federal Government could provide more funds for a more well rounded program to fit the need for every child. (Teacher Aide or other Para-professional - 8)

8. I have circled zero for many of the recommendations because these things are already being done, such as, numbers 32, 34, 38, 39, 40, and 44. (Reading Assistant - 13)

9. Again, this program should extend to the school on a cumulative and longitudinal basis and should be a standard part of services from the 2nd to 8th grade. Children should be remediated in many ways all the time! Teachers need support not talk! (Reading Specialist - 11)

10. This program was initiated by Theodis R. Leonard at John Milton Gregory School. He has consulted diligently with parents, teachers, and administration to improve the quality of reading throughout the school. A lot has also been done to advance the cultural understanding of the pupils at Gregory School. (Classroom Teacher - 8)

11. Real evaluation techniques should be provided the individual teachers in this activity with some assist in their use--(i.e., tests, etc.) or separate study of each child. (Special Assistance in Reading - 24)

12. The reading levels in our schools are so low that special assistance should begin at the primary level. It should be done by fully trained teachers who have had much experience in teaching reading. (Classroom Teacher - 14)

13. The longitudinal research aspect should be an inbuilt feature of the program, i.e., a certain % of the pupils should be re-enrolled each year so that comparative evaluations may be made. (Classroom Teacher - 23)

14. Not enough children are being involved in this activity. (Classroom Teacher - 14)

15. There should be a teacher for the primary grades to begin working with the children as soon as they seem to be falling behind. (Classroom Teacher - 14)

16. I taught for five months before receiving any materials. This is extremely difficult especially in a situation where the program is being initiated. Ratio of teacher-aides to teachers was not uniform throughout program. (Remedial Reading Teacher - 19)

17. There is no doubt in my mind that the smaller the ratio between student and teacher the more effective the rapport and (therefore) the learning. It's ridiculous to suggest that in a classroom of "disadvantaged" students that any measurable amount of learning could take place without closer teacher pupil relationships. I believe the Special Reading Program, mentioned in this booklet, is definitely on the right track. One suggestion for this program is that we have more in-service or workshop sessions. I was very pleased with the one I participated in and would like to see more of same. (Special Reading Teacher - 23)

18. I believe this program is a very worthwhile one, however, it would be much better if more pupils could be given this special assistance. The program would be better if there were more teachers and more money so more children could be helped. (Classroom Teacher - 19)

*19. Follow-up services--particularly health services. (Classroom Teacher - 09)

Activity 7. CLUSTER CLOSED CIRCUIT TELEVISION

School Administrators:

1. More use of this media should be made for in-service. (07)
2. Activity should be expanded to provide help for a greater number of pupils. (25)

Activity Personnel:

1. As a TV teacher I find that the "feed-back" received from those classes viewing my program is most helpful in planning my TV lessons. (Classroom Teacher-20)
2. The teachers who tape for CCTV should be released from classroom responsibilities and prepare, research, and make tapes during the school year. In this way, you would need fewer summer, part-time teachers and have a more professional staff. The series and tapes could be changable with other schools and even cities. (Classroom Teacher-07)
3. Majority of programs geared for primary child and there is a deficiency of middle grade programs. Circulation of proposed time schedule should be made so teachers could indicate the best time for program and a consensus made. (Classroom Teacher - 23)

Activity 8. RESCUE

School Administrators:

1. Needed in more ESEA schools. (10)
2. Needed in my ESEA school. (10)
3. Expand 8. (09)
4. Activity 8 should be expanded to provide help for a greater number of pupils. (25)
5. Rescue classes should function in each school and have adequate staffing. (06)
6. Activity 8 could use smaller size classrooms but with complete facilities. (07)

Activity Personnel:

1. We need more rescue classes and more money for supplies. (Classroom Teacher - 06)
2. The RESCUE program has, in my opinion, done a fine job and should be continued. (Classroom Teacher - 11)
3. Unfortunately, the program is a catch-all for every type of pupil from EMH to mentally ill. The guidelines are unadequate and not followed by the administration or classroom teachers. (Teacher-Counselor, RESCUE Program - 12)
4. Pupils should be made more aware of why they are being placed in a Rescue--to learn and not as a means of getting rid of them or of their feeling punished. (Classroom Teacher - 23)
5. I believe this is a very good program, and should not be discontinued. I have been able to teach skills to children who were very far behind. The regular classroom teacher doesn't have the time to spend with these children that they require. (Classroom Teacher - 19)
6. This program should be evaluated by the teachers who work directly with the pupils. (Classroom Teacher - 21)

7. Responses to a great extent were made because of conditions in "home school." (Classroom Teacher - 25)

8. Many children who are placed in this program do not belong, but are sent because of "personality" conflicts with a particular teacher. Often a classroom change would eliminate the difficulty. Many others should be in an individualized reading program, since they enter Rescue because they're far behind their class. The true Rescue candidate should be in the hands of a carefully chosen person. (Classroom Teacher - 20)

9. I feel that children that are recommended for this program should remain in it as long as the teacher sees fit. (Instructional Team Leader - Rescue Teacher - 13)

Activity 9. ENGLISH AS A SECOND LANGUAGE

School Administrators:

1. TESL Programs require space for small groups which overcrowded schools do not have. (25)

2. Our needs are mostly teaching English to Spanish speaking children although we could use much help in teaching reading in small groups--or tutoring from P_Z through 6th grade. (--)

3. Second Language should be expanded and training of TESL teachers improved. (06)

*4. Just any space for this activity would be better. At present, storerooms, halls, washroom, and kitchen areas are used. Mobile unit space would be wonderful. (19)

Activity Personnel:

1. Greater articulation is necessary between schools in the district especially when they are unified by a Bilingual Center. It should serve as a focus point for the community and provide curriculum guides to the feeding schools in order to reinforce the program. (Classroom Teacher-03)

2. In regard to A, C, and H it is useful to note that; TESL is extended to children of all ages (in our situation), enough classroom space has been provided, and TESL is offered at all times during the school day. These recommendations are of utmost importance in any TESL activity and were marked "O" because they did not apply in our situation. (TESL Teacher-07)

3. A general curriculum guide should be available. (TESL Teacher-06)

4. Until now the program has moderately done it's job. I feel more time should be alloted to children for TESL classes, not just forty or forty-five minutes. Depending on the child's control of the language it should determine if the child should have 45 minutes of class or more. In the case where the child knows very little English an intense concentrated program should be set up in which they would not attend regular classes until their English was at a point where they might be able to tackle regular classes. (Spanish Resource Teacher-09)

5. Most of the in-service training is geared to the elementary school teacher. (Classroom Teacher-26)

6. Most of the above recommendations are already being carried out at LeMoyne. (TESL - 03)

Activity 10. INSTRUCTIONAL TEAM SCHOOLS

School Administrators:

1. Needed in more ESEA schools. (10)
2. Needed in my ESEA school. (10)
3. Program 10 offers great possibilities. Our teachers involved are enthusiastic about the program. Program 10 should be expanded. (09)
4. Space is limited, but we have hopes that movable blackboards could be obtained so that we could divide the rooms and use blackboards. (06)

Activity Personnel:

1. Team teachers must know what team teaching is going to involve before they go into it. To draft unwilling FTB's just because the guidelines call for them is stupid. These people are often more of a hinderance than a help. (Classroom Teacher-24)
2. Questions M-O describe team teaching. Also we have an excellent team leader within our school but have no Board of Education Coordinator so to speak of—I believe. Classroom set-up is a serious problem. Team teaching is in my opinion a definite asset for the disadvantaged child. (Classroom Teacher-24)
3. It is a terrible injustice to group all the slowest learners and the discipline problems together as a team. (Classroom Teacher-10)
4. Pre-planning time should be granted before the beginning of the experiment, then evaluating time should be given at the end of the day. (Team Leader-20)
5. Instructional team teaching requires adequate room and sufficient planning time. Teacher aides are extremely valuable. (Classroom Teacher-20)

Activity 11. SOCIAL ADJUSTMENT SERVICES

School Administrators:

1. Needed in more ESEA schools. (10)
2. Needed in my ESEA school. (10)
3. I believe this program should be expanded throughout the city. (03)
4. More counselor-therapists be added to staff. The need for this type of program is increasing, we have a waiting list of over 60 referrals, and as our program becomes known to the schools, our referral list will grow. (09)

Activity Personnel:

No comments received.

Activity 12. FAMILY LIVING CENTERS

School Administrators:

1. Activity should be expanded to provide help for a greater number of pupils. (25)
2. More centers are needed--especially for younger children. (23)
3. Item 12 needs an entirely different approach to a pressing problem--perhaps tutorial. (--)
4. Counseling for putative fathers, if school age and in attendance regarding responsible obligation to unborn infant. (20)

Activity Personnel:

1. The family living center program should be enlarged to meet the needs of large amounts of students who are waiting but cannot be taken into the present program, due to shortage of space. There should be one large FLC with a large faculty and diverse curriculum to serve the city. (Classroom Teacher-09)
2. In an activity such as this there needs to be trained staff. There needs to be a definition of objectives and the establishment of standards to be attained by professional staff and requirements for the students. (Counselor-23)
3. More money for child care facilities for girls who cannot arrange for sitters. (Classroom Teacher-23)

Activity 13. E.M.H. OCCUPATIONAL CENTER

School Administrators:

1. Activity should be expanded to provide help for a greater number of pupils. (25)
2. We need to be able to use McLaren; one transfer in 3 years cries out for more classroom space. (19)

Activity Personnel:

1. Federal aid to these people on welfare should be evaluated. In my opinion, these people are those who have no job training, have no incentive to work, and have never been given an opportunity to learn a basic skill (unskilled) that society is in desperate need of. There are so many minor jobs that need to be filled, but no one seems to have the answer. Occupational training for EMH beginning at an early age--not 15-21, would help place these people in society. (Classroom Teacher-09)

Activity 14. BASIC OCCUPATIONAL AND SKILL TRAINING CENTER (B.O.A.S.T.)

School Administrators:

No comments received.

Activity Personnel:

1. More careful screening is very necessary. The unqualified student should not be accepted into the program, such as emotional disturbed destructive personality, delinquent with the law. (Multi-Service Graphic Arts Instructor, B.O.A.S.T. Program, E.V.G.C.)

2. The students in the E.V.G Centers have poor attitudes toward learning and I feel that they need continous counseling (one or more times per week, as required) to stimulate these poorly motivated students. (Classroom Teacher - 06)

3. The activities "O" which have been circled indicate no need for recommendations because they have already been included as a part of the BOAST program and are now successfully in operation. (Multi-Purpose Shop Teacher - 06)

4. I feel that the allocation of funds should not be broken down into amounts for equipment, supplies, repairs, foods etc--Rather, it should be a lump sum to be used however the school and the people in the activity find a need to spend the money. Less will be spent for things not needed. (Supportive Services Coordinator B.O.A.S.T. Program - 06)

5. I have been in a BOAST program for over three years and I'm still waiting to see a qualified teacher conducting. This includes the coordinator who holds a Masters of Phys. Ed. and continually uses bad English and makes no attempt to improve his knowledge of the subjects being presented to the children. The instructors I've seen so far play by ear and pick up their knowledge of the subject from the Voc. Asst. (me!) Then they are experts, etc., etc., etc. I feel you too have sold the Chicago Board of Ed a bill of goods. $10,000.00 value of unrelated equipment and supplies and no tools to work with. I do not consider this a good questionnaire. For the job I hold I had to take a Civil Service exam. Why not the teachers and the coordinator and other supportive staff--the job I hold is a nice comfortable job and is regarded as such by other personnel and

will, I feel, always be until the salary is adjusted to commensurate with the abilities that should be required. No doubt you will be able to make a nice tidy little report on this questionnaire--this questionnaire finds me just as angry as the yearly visitation by the program supervisor. (Vocational Asst. - 08)

6. I suggest that each person involved in each program receive a report on what provisions were made for his particular program. (Classroom Teacher - 11)

7. When requisitions are made for supplies, you should receive them at least within a two week period. (Classroom Teacher - 15)

*8. (1) A teacher training program is needed, (2) Teachers should have time to visit other shops and activities, (3) A curriculum guide is a necessity and a must, (4) Shorter class periods and more time for preparation. Two, forty-five minute classes per/group, (5) Your questions are to general and to vague. Why not ask specific questions? (6) Low key machinery is not conducive to type of jobs offered in the outside industry, if this is our goal. Or are we just passing time in the students' work day, (7) Recently a $600.00 Unex jet plastic machine was supplied. The machine produces small plastic toys (3-D). The only merit it has would be to sell the products to the Cracker Jack company. What I'm saying is poor planning and buying of machinery is being done.) (8) A vocational guidance assistance is a waste of time. I can handle a large class without assistance. I suggest you cut the budget by eliminating this job. (Classroom Teacher-17)

Activity 15. SPECIAL ASSISTANCE IN READING FOR 7th AND 8th GRADE PUPILS

School Administrators:

1. Activity 15 should be expanded to provide help for a greater number of pupils. (25)
2. Program 15 has indicated great success in our school. The program should be expanded. (09)

Activity Personnel:

1. More persons trained in the remediation of reading difficulties should be hired. Also more meaningful in-service is a must if the program is going to succeed. (Activity Coordinator-07)
2. Field trips provided should have closer correlation with this activity. (Instructional Team Leader-24)
3. Currently teaching in basement hallway--classroom would be appreciated. (Classroom Teacher-06)
4. We now have the program only three days a week. We would like the program on a full time basis. (Principal-03)
5. These are excellent programs that we have in our school. The reading ability of the children involved has increased immensely. These children also have developed initiative and creatively performed over last year. (23)

*6. A major problem is lack of "know how" and interest on the part of the teachers. (Team Leader-10)

Activity 16. HIGH SCHOOL DEMONSTRATION PROGRAMS

School Administrators:

1. #16 extend to upper grade centers. (20)

Activity Personnel:

1. More children should be involved in the program. (Classroom Teacher-08)
2. A full-time coordinator is very desirable, if not necessary, to the success of the program. Complete guidelines should be provided at the beginning of the term, and meeting time provided to insure correct following of the guidelines early in the school year. (Activity Coordinator-09)
3. The participating schools should be notified officially if their school will be allowed to participate in an ESEA Title I program at least prior to the school's final programming. This will give all of the participants (administrators, faculty and students) a chance to pre-plan for something definite. This would allow time for proper screening. Students who are emotionally unstable should not be allowed to participate in a program that is not designed to cope with this particular instability. If instruction is to be individualized there must be a greater number of teacher aides to assist the teacher with the preparation of visual aids, correction of objective tests, bookkeeping, answering of questions and performance of routine activities. (Classroom Teacher-11)
4. 1. Advance notice should be given to those participating in the program so we can adequately make plans. 2. Money should be more accessible to those teachers in the program. Teachers should be allowed to spend what they want whenever they want. 3. Students who have a truancy record or a record of excessive absences should not be included in the program. (Classroom Teacher - 11)

*5. It is essential to know in the spring whether the activity will be funded for the following school year! (Activity Coordinator-11)

*6. Regarding recommendations: More rooms, large ones--with movable desks and tables; the present system of "achievement tests" is a waste of my students' time and is demoralizing as well. I do not feel that they measure our success or achievement--or anything. MY STUDENTS HATE THESE TESTS; screened on basis of past attendance. Too many chronic cutters take up too much time to no avail--since they don't come to school;

at Crane our program became a "team teaching" situation to the extent that all E.S.E.A. students know all the E.S.E.A. teachers and work with us all to some degree. In effect they have 4 English teachers and the result is very good. They feel important; we have been too frequently confused and confounded by red tape and last minute emergencies, not fair! Destructive! Bad for morale and planning. (Classroom Teacher-09)

Activity 17. SCHOOL-COMMUNITY IDENTIFICATION

School Administrators:

1. Very invaluable service. (10)
2. SCR is greatest benefit obtained from ESEA. Drop the coordinators of human relations. (10)
3. I believe these programs should be expanded throughout the city. (03)
4. I feel that activity 17 is a waste of money. (18)
5. The human relations and parent-school coordinator programs should not be dropped from the high schools. (27)
6. School Community Coordinators serve an important function in bringing the school and community closer together. These positions should be retained. More money should be spent on providing adequate health services, social adjustment services and special education. (--)
7. I feel that one of the greatest priority needed to improve education in the elementary school should rest with the utilization of more school-community identification. (--)
8. School-Community Identification programs should be extended to all schools. (06)
9. The removal of funding for item 17 in public schools by September, 1970, will be disastrous. The presence of parent-coordinator and human-relations coordinator in this inner-city high school has been a major factor in school keeping "cool" in tense times. (--)
10. All children who need service should have it. (23)
11. The one activity that seems quite successful is the use of school-community representatives. This should be increase under preferably Parent-Coordinator. More school-community representatives are needed. (--)
12. It should be possible for SCR's to make home visits and have community meetings for parents of pre-school children to help parents with readiness activities. Why wait until the children are behind in school? (13)
13. #17 has no space for indicating how invaluable the service that SCR's render to the schools in creating a warmer relationship between parents and school. (--)
14. If school community representatives were utilized as per the guidelines the program would be more meaningful. Often they become clerks aids, lunch room aides, etc.—leaving little if any time for accomplishing the objectives of the program. (09)
15. #17, 18, 20, 21, 22 are excellent programs as they are already constructed. I only suggest that these services be extended to include more schools. (24)

Activity 17 (continued)

Activity Personnel:

1. Experienced (5 years) School Representative should be given advances to human relations coordinators, and human relations coordinators should be placed back in the classrooms, or their own community. (School-Community Representative-19)

2. Community involvement in the school is a fact which must be recognized. The positions of people who serve as liaison between the school and the community _must_ be continued. (School-Community Representative-11)

Activity 18. IN-SERVICE ON WHEELS

School Administrators:

1. Discontinue in-service on wheels! (09)
2. Drop the program. (09)
3. Science mobile should serve more students and only new teachers. Since there is no classroom coverage when mobiles visit schools, students lose valuable learning time. (08)
4. Eliminate! Costly and time consuming. Effectiveness questionable. (07)
5. Provide substitute teachers or paraprofessionals at least 6 per session. (23)
6. We have not had the opportunity to use #18, In-Service on Wheels. We feel we need this service and more information on availability is needed. (09)
7. Extend program to staff during non-school hours. (23)
8. Worthwhile programs--descriptions given for checking do not fit programs. (13)
9. We have benefitted much from 22-29 (science mobile) 38-45 (field experiences) 46-53 (camping) 54-61 (health), and 62-69 (saturation) and are delighted to be among those eligible. (07)
10. In Service on Wheels can only be used if provision made for covering of classes. (23)
11. #17, 18, 20, 21, 22 are excellent programs as they are already constructed. I only suggest that these services be extended to include more schools. (24)

Activity Personnel:

1. The mobile teachers (Elementary Lang. Arts) were well versed in their field, and provided many valuable insights and loaned materials which were most helpful. This definitely helped my children. (Classroom Teacher - 25)
2. The mobile teachers (Elementary Language Arts) were well trained and conducted in-service programs that were relevant to the teachers who in turn were able to develop more meaningful programs for the children they served. Materials and concepts were shared and developed in the viable program. (Classroom Teacher - 21)
3. Science mobiles--this is a very worthwhile program. I have learned a great deal. The staff is congenial and co-operative. (Classroom Teacher - 13)
4. The Science Mobile in Service, the only program of which I have extensive knowledge, was very helpful to me as a teacher. Excellent staff! (Classroom Teacher - 13)

5. My class has been fortunate in using the science mobile often. Most, but not all attend. The 6 or 8 who do not could also benefit from the program altho they scored fairly well in pre-testing. Facility space does not permit all to attend. Many if not most other students in the school need this additional instruction yet few are able to obtain it. (Classroom Teacher - Blank)

6. Participated in the Science Mobile Unit. The children enjoyed most of their visits, and I enjoyed learning during my visits. But, we do need a Library Mobile Unit in our area desperately (near Harrison and Leavitt). (Classroom Teacher - 19)

7. I have found the Language Arts Mobile servicing our area to be of little value in steering student interest in reading. Indeed, playing with machines is a novelty--but is it instructional. The brighter students who are involved in the service seem to be bored by the entire program. (Classroom Teacher - 09)

8. Since this program is basically teacher in-service more substitute teachers should be provided to relieve teachers for their workshop sessions. The burden for releasing teachers is left on the already over-burdened schools. (Classroom Teacher - 09)

9. I enjoyed my visits to the Science Mobiles very much. They were very beneficial to me as a science teacher. Also materials were given to me which the school itself could not provide. A very enriching experience. (Classroom Teacher - 13)

10. We are the last to know if the activity is funded for the next year. (Classroom Teacher - 18)

11. The Science on Wheels Program provides a tremendous advantage to teachers and children. Teachers benefit from in-service training and equipment to use in teaching what they have just seen in the training portion. Pupils in the activity benefit by handling materials, understanding the world about them and learning language arts skills using science as a motivating force! (Classroom Teacher - 18)

12. I used "O" to sometimes indicate disagreement with the recommendation. You did not provide space for this. (Classroom Teacher - 23)

Activity 19: MUSIC EXPERIENCES

School Administrators:

1. Instrumental music one of best ESEA activities. Children like it, want to participate and their parents request it and want their children to participate in it. It is very discouraging that it is being dropped. (25)

2. Needed in my school. (10)

3. Introduce other programs into more schools. (09)

4. All children should participate. (23)

5. Music Experiences--Worthwhile--instrumental music should be continued. (13)

Activity Personnel:

1. The supervision of the instrumental music program has, for me, been superb. The program should be offered before and after school as well as during the school day. Aides or team teaching could be beneficial. Follow through should be improved, for the children are not able to continue in the Upper Grade Centers. (Instrumental Music Teacher - 19)

2. In-service training should include briefing by a psychologist and psychiatrist on "the inner-city child." (Instrumental Music - 07)

3. Activity 19 should be included as a regular every year permanent program in the elementary schools. According to most people I have talked to "Music Experience" has been a highly successful program. (Classroom Teacher - 09)

4. This program should be kept in the schools in the city of Chicago. (Instrumental Music Director - 14)

5. Money seems to be this activity's biggest problem. The activity doesn't have enough money to provide proper materials each year. Also, better security is needed in this program. Too many instruments are stolen. (Music Teacher - 06)

6. Teaching load-in terms of schools served by each teacher - should be reduced to absolute maximum of two. (Instrumental Music Teacher - 11)

Activity 20. FIELD EXPERIENCES

School Administrators:

1. Needed in my school. (10)
2. More opportunities for all ESEA schools. (07)
3. We have benefitted much from field experiences and are delighted to be among those eligible. (07)
4. #17, 18, 20, 21, 22 are excellent programs as they are already constructed. I only suggest that these services be extended to include more schools. (24)

*5. Expand to include more schools. (08)

Activity Personnel:

1. I think teachers should decide the orientation tour of Chicago. (---------)
2. The excellent program activities listed in the guidelines should have been provided for the children--one example, Field Experiences were listed and very much needed but the children did not receive these through ESEA--the teachers and pupils planned and funded the field trips. (--------)

Activity 21. OUTDOOR EDUCATION AND CAMPING

School Administrators:

1. Needed in my school. (10)

2. Outdoor Education and Camping should be available for 4th and 5th grade students--especially 5th as I am certain they are ready for this type of experience of living and sharing together. (06)

3. We have benefitted much from 22-29 (science mobile) 38-45 (field experiences) 46-53 (camping) 54-61 (health), and 62-69 (saturation) and are delighted to be among those eligible. (07)

4. Act. 21 should be given in GRADES 5 through 8. (09)

5. #17, 18, 20, 21, 22 are excellent programs as they are already constructed. I only suggest that these services be extended to include more schools. (24)

Activity Personnel:

1. The program would be improved by a 2 week program for the children (not necessarily continuous). The first week should be devoted to a general, diversified outdoor education program. The second week should provide for children to pick one aspect of outdoor education and explore the area in depth. (Classroom Teacher - 09)

2. I don't feel that one week is enough time. Children are just getting accoustomed to routine and really learning how to live with each other. A great program for our area because most of our children don't have the opportunity to get to camp--and they look forward to this when getting in 6th grade. (Classroom Teacher - 23)

3. I feel that a sixth grade teacher should be expected to attend camp with their class and make this a requirement for employment at that level. The experience in group living was invaluable and gave teachers more insight into their students. (Librarian - 08)

4. With regard to camping, facilities you might include use of row-boats, canoes (now on premises, but "out of bounds") and possibly horse back riding. (Classroom Teacher, E.M.H. - 08)

5. This program should have the smallest possible class size to allow for maximum individualization. This should be done so pupils can feel free to pursue the activities which interest them. (Classroom Teacher -09)

6. I feel that the outdoor education was a wonderful experience for our inner-city children. I hope it will be continued. (Classroom Teacher - 11)

7. I feel that camping should be extended to children in the 3rd grade as well as sixth. Camp life would help them better function in group situations, help them appreciate natures gift, make them visibly aware of things (trees, rocks, rivers, etc.) and the differences among these things in order to stimulate them into learning more about nature etc., in the classroom. (Classroom Teacher - 09)

8. Screening and training high school counselors is imperative. These counselors can make or break the camping program. (Classroom Teacher - 23)

9. The activity is of such value in teaching skills involved in group living. New joy in learning relevant materials is evident among the children participating. I have been fortunate to work under two competent and concerned coordinators who provided excellent guidance. More time is needed for in-service, however. (Teacher Librarian - 11)

10. I have taken part in this activity three years and believe camp does much for these children. I also believe those who are in charge do a super job! Thanks to them! (Classroom Teacher - 24)

11. Besides the music program which continues throughout the school year, outdoor education and camping is the next most successful program. The students look forward to the program with enthusiasm each year. It is an incentive in itself to spur the students on to the next grade in order that they might become eligible to participate. Also, a follow-up, (3 or 4 day) camping experience would be invaluable for evaluation. (Classroom Teacher - 09)

Activity 22. HEALTH SERVICES

School Administrators:

1. Needed in my school. (10)
2. I believe this program should be expanded throughout the city. (03)
3. Activity 22 should be expanded to provide help for a greater number of pupils. (25)
4. More opportunities for all ESEA schools. (07)
5. #22 none of areas listed would give an accurate picture of kind of service rendered. My comment is that a conference period is needed so that room teacher and teacher nurse can discuss health problems of children. (--)
6. These services should be extended ie. In a school our size, we should have the services of a nurse five days a week instead of three. I would like to see more psychiatric services being offered and more guidance services offered. (13)
7. Involve parents (home visitor) for instance. (23)
8. We have benefitted much from 22-29 (science mobile) 38-45 (field experiences) 46-53 (camping) 54-61 (health), 62-69 (saturation) and are delighted to be among those eligible. (07)
9. #17, 18, 20, 21, 22 are excellent programs as they are already constructed. I only suggest that these services be extended to include more schools. (24)

Activity Personnel:

1. Most of this does not apply to health services but to the classroom situation. (Teacher-Nurse - 09)
2. I feel one teacher-nurse could accomplish much more if she had only one school-more children than now. Then, she could teach health, hygiene, nutrition etc. to more students, get to know the students, their problems and families better. I do not have many students, but they are in different schools and classes. I feel I could reach more students if they were together. (Teacher-Nurse - 08)
3. Most of this does not apply to health services but to the classroom situation. (Teacher-Nurse - 09)

4. None of the responses above actually referred to health services aspects - a typical indication of the place health services has in the program, and the priority it has been allotted. The program is aligned or structured along "Old Board of Health" patterns, and is not comprehensive enough for the school situation or for the community - as now exists. (Teacher-Nurse - Blank)

5. Teachers express lack of time to teach health concepts and are disinterested because of either not knowing themselves or fail to see importance of good health to learning. (Teacher-Nurse - 07)

6. None of the responses above actually referred to health services aspects - a typical indication of the place health services has in the program - and the priority it has been allotted. The program is aligned or structured along "Old Board of Health" patterns and is not comprehensive enough for the school situation or community - as now exists. (Teacher-Nurse - 23)

7. I hated the ESEA program I was in--it was very wasteful of my time and energy. Instead of 2 or 3 schools that I could know, I had 6. I had no working space of my own. I could not work with families, but picked up individual students about whom I did not know enough. I worked twice as hard to accomplish half as much. The best school nursing program would be one in which a nurse knows the school and the neighborhood--the children, their parents, and cousins and friends and relations--the teachers, principals, school-community reps., aides, other personnel--the resources available for health care in that area. We need very many more nurses in the Chicago schools, preferably 1 per school or per 2,000 pupils. (School Nurse - 11)

Activity 23. SATURATION OF INSTRUCTIONAL MEDIA

School Administrators:

1. We have benefitted much from 22-29 (science mobile) 38-45 (field experiences) 46-53 (camping) 54-61 (health), 62-69 (saturation) and are delighted to be among those eligible. (07)

Activity Personnel:

1. A "media director" and/or staff should be assigned to every school to coordinate, select and distribute all such amterial. He should be a teacher. They should be in charge of the selection (from film studio's) of various instructional materials, which they deem useful. Film makers (educational films) should be made aware of the needs of Elementary teachers/or the Educational systems should produce their own films. The media director should be in charge of selecting all subject area films--not only his own. This can be done by consulting with the individual teacher as to his needs, in his individual subject area. (Classroom Teacher-07)

2. In teaching EMH pupils, AV saturation programs are of the greatest possible value in communicating ideas and making concepts "come alive." If properly implemented, a 12 minute movie, which may take all day to use (e.g. repetition, pause for explanation and feedback) can be the element that finally makes a teaching unit an accomplished fact. Through the various multi-stimuli methods, a greater probability of understanding by the student (in terms he understands) seems to ensue. For the sake of learning, these tools, in my mind, can only be described as invaluable, and necessary. (Classroom Teacher-11)

3. In all activities an ongoing teacher training situation, preferably paid should be provided to promote maximum benefits. (Counselor-08)

4. The planning and services of this activity should be detailed and particular in scope. It has been too vague and generalized in the past. (Classroom Teacher-07)

5. Definitely worth-while program which at present is being dropped--should be reinstituted. (Classroom Teacher - 07)

Activity 24. CAREER DEVELOPMENT

School Administrators:

1. Needed badly in depressed areas. (21)
2. I believe these programs should be expanded throughout the city. (03)
3. Weekend workship with upper grade centers. (20)
4. As practiced, Career Development in K-6 schools was worthless. (23)

*5. Needed badly in depressed areas. (21)

Activity Personnel:

1. Career development is really meaningless for children in 4th and 5th grades. If it were more guidance-talking about problems-it would be much better. (Classroom Teacher-06)

Comments in General

School Administrators:

1. Many of these activities seem to be confined to certain areas in the city. They should be extended to other needy districts as the uptown area and the fringes of District 03. (03)

2. Perhaps there should have been the categories, Provide more money; Provide more staff; Expand service or program. (21)

3. A number of the activities listed lack the space, personnel, and emphasis to achieve any degree of success. (Blank)

4. Programs should be coordinated so same children are not in two or more ESEA programs at the same time. Evaluation (Program) should be planned, explicit and understood by teachers. (Area A)

5. You don't give reasonable alternatives for responses to the above--some are barely relevant to the program. (08)

6. Item D. "Provide more classroom space" was understood by me as increasing the extent of the program. (06)

7. Provide specific guide lines for specific activities or accept individual interpretation and flexibility to fit needs of the specific school involved! (25)

8. Children in our school deprived of these services because of gerrymandering target area boundaries. (24)

9. Because of the categorical nature of the programs, principals are reluctant to accept many of them in that they affect in some way all other programs in the school causing morale problems. When aid is designated for a school in which a large concentration of the needy are present--then the programs should be left to the local administration and community as long as the poor are not short changed. (09)

10. Many of the programs about which I have not commented are worth-while. Hopefully they could be expanded. (07)

11. I find the "cut off" of these programs hard to follow. I am in a hard core area but still can't have access of many of these activities. (19)

12. This seems to be the only place to say it this year: the basic concept of categorical aid is bad. It damages faculties and school systems to a degree that total negative probably outweighs total plus value. (13)

13. Teacher aides for the reduced class size provides more individualized instruction for grade level achievement and the reduction of P_z and E.M.H. rooms. (21)

14. The administration of Title I programs in Chicago is a disgrace. While the programs are sound in conception they are pathetic in execution. (21)

15. The recommendations do not seem appropriate in many of the above areas. I would like to have in my school activities: #1, 2, 4, 6, 7, 8, 10, 11, 15, 17, 18, 19, 20, 21, 22, 24 (at least six of the above). (11)

16. In general, (1) more participation of local unit in selecting activities, (2) more time to plan at the local level before activity begins. (08)

17. In checking D, I want it to indicate that more divisions should be opened. (07)

18. As a non-public school administrator, I would also plead that more of these programs (1 through 24) be available to our school. All of the programs with which I am familiar, though not necessarily involved, are eminently worthwhile. (24)

19. Due to lack of classroom space at O'Keeffe we have been unable to avail ourselves of many programs. We hope to have additional space provided in September and need these programs for the underachievers. (22)

20. Too many activities overlap and "stumble" over themselves. The same schools are chosen for most of the activities. (24)

21. Many of the ideas above are excellent--but where are they??? (08)

22. Most of these activities should be made available to the non-public school child in his individual school.